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The Baltimore Public Schools instituted a preschool program to enrich the lives of four- and five-year old, culturally deprived children. This program attempted to establish a rapport between teachers and parents, and to prepare the children for regular school classes.

The children were put in a sensory-rich learning environment to arouse interest, stimulate thinking, and provoke questioning. A warm, accepting atmosphere was provided in order to dispel fear and suspicion. A guide for curriculum development used by the four districts participating in the program was included in the text.

Several research projects have been started to evaluate this program. Marked success has been found from kindergarten teacher observations of the children who completed the preschool program.

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An Early School Admissions Project

PROGRESS REPORT

1963 – 1964

Submitted by
Baltimore City Public Schools
3 East 25th Street
Baltimore, Maryland 21218

and Initiated by
Dr. George B. Brain
Superintendent of Public Instruction
Baltimore City Public Schools

September 1, 1964

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ACKNOWLEDGMENTS

The second year of the Early School Admissions Project has been a successful one because of the able assistance of many persons representing both community agencies and divisions of the Baltimore City Public Schools.

Grateful appreciation is expressed to the Baltimore City Health Department, the Baltimore Council of Parent Cooperatives, the Baltimore Section of the National Council of Jewish Women, members of the Community Advisory Committee for the Early School Admissions Project, the Department of Maternal and Child Welfare of the Johns Hopkins Hospital, the Institute for Child Study, University of Maryland, and the Young Women's Christian Association.

Appreciation is also expressed to staff members of the various divisions of the Department of Education, Baltimore City Public Schools, who have generously contributed their time, knowledge, and skills to the development of the Early School Admissions Project. Special thanks are extended to the Bureau of Publications for artwork, copyreading, and other technical services required during this project.

For their advice and support, sincere thanks are given to Dr. George B. Brain, Superintendent of Public Instruction, Miss Mary A. Adams, Assistant Superintendent of Elementary Education, and Miss Edith Walker, Director of Elementary Education.

Special recognition is accorded to the personnel who staffed each of the Project Centers. Their insight, knowledge, and skill have made it possible for the children to experience the joy of learning, to develop

an awareness of and curiosity about their environments, and to enter into new learning experiences with eagerness and interest. Staff members during the 1963-1964 school year were:

Lexington Terrace School No. 19
Principal - Mr. Henry West   Vice-Principal - Mrs. Rosalind Lee

Senior Teacher - Mrs. Margaret Beaman

Assistant Teacher - Miss Faith Bethel

Teacher Aide - Mrs. Rita Guercio

Mount Royal School No. 66
Principal - Mr. LeRoy Hardesty   Vice-Principal - Mrs. Shirley Gerhardt

Senior Teacher - Miss Velma Branch

Assistant Teacher - Mrs. Rita Frieman

Teacher Aide - Mrs. Shirley Sachs

Cherry Hill Elementary School No. 159
Principal - Mrs. Viola Wright   Vice-Principal - Mr. Calvin Carrington

Senior Teacher - Mrs. Grace Burkett

Assistant Teacher - Miss Sonja Branson

Teacher Aide - Mrs. Winona Dixon

Graceland Park-O'Donnell Heights School No. 240
Principal - Mr. Dallas Smith   Vice-Principal - Miss Evelyn Josephson

Senior Teacher - Mrs. Vaugh McClure

Assistant Teacher - Mrs. Thelma Trabert

Teacher Aide - Mrs. Dolores Spencer

Catherine Brunner, Coordinator

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CHAPTER I

THE PURPOSE OF THE PROJECT

It is believed that patterns of learning and of personality development are fairly well established for most individuals before the end of the earliest years of school. If this is true, foundations for vital attitudes, habits, and knowledge originate in the preschool experiences of children. In order to develop a wholesome self-concept, to acquire the drive to learn, and to develop interests and capabilities, the young child needs to be assured of security and affection, to be involved in experiences which arouse his curiosity and extend his horizons, and to be guided in developing his interests and abilities. Ideally, the child of preschool age would receive attention, affection, and guidance within his home environment. But for many children the ideal never becomes a reality.

A multitude of circumstances may damage the developmental patterns of children. Parents may have little time to spend with their children due to illness in the home, the presence of a large number of siblings with whom parental support and love must be shared, or the necessity for full-time employment. Perhaps death, desertion, separation, divorce, or illegitimacy have thrown the full burden of parenthood upon one parent who is also the sole breadwinner for the family. Poor family relationships or emotional disturbance may have created an unwholesome atmosphere in which a child must grow and develop. Migrancy may bring disorganization and instability into the lives of families. Limited education of parents may further confound the issue by causing parents, through lack of knowledge, to practice patterns of child rearing that can retard development. The child from marginal social and economic circumstances frequently experiences developmental problems as a result of limitations imposed by his environment. For these children, vital aspects of growing and learning cannot or are not provided by the home, and must, therefore, be provided through some other medium.

The Baltimore City Public Schools, by means of an experimental project, are attempting to determine whether early admission to school can overcome any of the barriers to learning which environmental factors seem to impose. The project was initiated in the fall of 1962 by Dr. George B. Brain, Superintendent of Public Instruction, and is a $330,000 three-year educational program financed jointly by the Baltimore City Public Schools and the Ford Foundation. Development of the Early School Admissions Project is under the direct supervision of Miss Mary A. Adams, Assistant Superintendent of Elementary Education. Mrs. Catherine Brunner is the Project Coordinator.

The project represents an educational program designed to enrich the lives of four- and five-year-old, out-of-school children requiring compensating educational services. It is a research project designed to discover ways to

1. Accelerate the achievement of children limited in their development by environmental factors beyond their control;
2. Increase parental understanding of the values of education and to increase the degree to which parents accept the responsibility for the education of their children;
3. Facilitate communication between the school and community agencies as they work together to assist children and adults in depressed areas to attempt to raise their aspirations and improve their levels of competence.

A research design for evaluating the Early School Admissions Project has been developed by the Bureau of Research, Baltimore

City Public Schools, under the direction of Dr. Orlando F. Furno, Director of Research. Provision has been made for measurement of immediate as well as long-range effects of the program.

CHAPTER II

ORGANIZATION OF THE PROJECT

The Early School Admissions Project is concerned with helping children from depressed areas overcome academic handicaps that might confront them when they enter the regular elementary school program. One of the major aims of the project is to determine what learning experiences are required to overcome limitations imposed by the environment that might interfere with learning tasks.

Identification of Centers

It is important for the schools identified as project centers to be located in areas where environmental factors may impede the development of children. It is important also that sufficient numbers of disadvantaged children live in the area to identify an experimental group, a control group, and a group from which to select children for project involvement as attrition occurs. The factors listed below were used to identify areas of Baltimore City where disadvantaged populations might reside:

1. High rate of housing characterized as low rental, low value, and dilapidated or deficient;
2. High rate of density of population;
3. High rate of adult and juvenile delinquency;
4. Low family income;
5. High rate of unskilled or semiskilled labor.

Information obtained from census tracts was used to apply the factors listed above to specific school neighborhoods.

It is important, also, that schools identified as project centers have the leadership of administrators who are well-informed concerning desirable educational practices, who are receptive to experimentation and change, and who have good rapport with children, parents, staff and community personnel.

The two schools selected for project centers during the initial phase of the project were the Mount Royal Elementary School and the O'Donnell Heights Elementary School. In September, 1963, two additional project centers were established in the Lexington Terrace School and the Cherry Hill Elementary School.

The Mount Royal Elementary School No. 66

The Mount Royal Elementary School first opened its doors to children in February, 1959. It is located in a section of Baltimore City known as the Mount Royal Urban Renewal Area. Within the bounds of limited funds, the Department of Education is trying to provide in the Mount Royal Elementary School an instructional program geared to the unique needs of the children who live there. To this end, sufficient staff has been provided to ensure that no class shall exceed 30 pupils per classroom teacher, and only qualified teachers have been assigned to the school's faculty. To enrich the regular educational experiences of these underprivileged boys and girls, extra facilities have been provided in the school. The hope is that the school's program will influence the parents of its children to recognize and assume their parental and civic responsibilities.

Of the 706 pupils in the Mount Royal Elementary School, approximately 60 percent are Negro and 40 percent are white. These children come from three different population groups in the neighborhood—long-time white resident middle class families, poor white transients from the South, and Negro families. Children from the first group comprise only 4 percent of the school's pupils at most.

Many of the children lack parental supervision. Their experiences are mainly confined to neighborhood activities. These children have low levels of aspiration; they lack academic skills; and they lack the background of knowledge usually found in youngsters their age. Success in school is not important to most of them, but school is in reality perhaps the best means of helping them achieve a higher standard of values than that of their parents.

The Department of Education has taken specific steps to increase the effectiveness of the Mount Royal Elementary School's educational program. We noted earlier the fact that no unqualified teachers are to be assigned to its faculty, as well as the fact that no class may exceed 30 pupils. In addition to this, additional resource services have been made available to the school. Resource teachers in art, music, physical education, and speech, as well as a full-time counselor and librarian, supplement the school's regular faculty. The faculty has had many planning sessions to improve the school's instructional program, has studied the nature of the children comprising their pupil population, and has identified resources in the community, both physical and human, which could be used to extend the school experiences beyond the walls of the classroom. Also, special efforts are continually being made to provide these pupils with needed out-of-school experiences.

To supplement the regular school program the faculty has sponsored many out-of-school activities. Some teachers are active participants in church-sponsored programs for neighborhood children. This program has been carried over to a summer day camp program. Members of the faculty have on their own time taken groups of children to out-of-school musical, historical, and scientific programs in their attempts to enrich the regular classroom activities.

During the school term, each class in the school has an opportunity to take trips to areas of educational worth outside of the Mount Royal area. In the school's efforts to enlist parental interest and support, the school librarian has sent home to parents, before the holiday seasons, lists of suggested children's books. Many parents have responded to this by purchasing these graded reading level books for their children.

While the school has not yet achieved a nongraded organization, the groundwork for this plan of school organization is in the process of development. Faculty members are giving careful study to this matter. They hope to implement the nongraded organization within the coming school year. Many current instructional practices now in being reflect this philosophy.

Through its cooperative planning, the faculty is continuously involved in curricular adjustments which relate the educational program to the needs and interests of the children attending the school. To keep abreast of community developments, the faculty is also engaged in expanding its knowledge of the community by following the development of the Urban Renewal Authority's plans. To this end a faculty committee has set up a community resource room containing maps, charts, newspaper clippings, examples of classroom activities, and a continuing annotated card file of classroom experiences for reference purposes.

The Mount Royal School is constructed so as to include facilities for the Department of Recreation as well as the usual school rooms and facilities. The Department of Recreation conducts an active recreational program in the school building. Recreational programs are carried on after school hours and during evening hours every night in the week except Sunday. In this respect the school building is truly a community center.

Mt. Royal School 66
121 McMechen Street (17)

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date(s) of Construction	1959
Material	Masonry
Rating, 1951 School Facilities Survey	-
Defects Noted in Survey	-

FACILITIES	NO.	REMARKS
Auditorium	1	
Gymnasium	1	
Gym-Auditorium	0	
Cafeteria	1	
Library	1	
Shop	0	
Home Economics Room	0	
Laboratory	0	
Classroom	26	Incl. 2 Kdgn.
Health Suite	1	
Other Activity	1	Projection Room

AREAS	SQUARE FEET
Total Site (2.773 acres)	120,792
Building	43,626
Floor Space All Floors, inc. basement	90,379
Play Space	70,950
Hard Surface	70,950
Soil	None
Ornamental and Service	6,216

The Graceland Park-O'Donnell Heights Elementary School No. 240

The Graceland Park-O'Donnell Heights School, constructed of brick veneer, first opened its doors to elementary school children in 1950. Located on a nine-acre site in southeast Baltimore in the heartland of an industrially zoned complex, the Graceland Park-O'Donnell Heights School serves an almost exclusively white low socio-economic group. In its environs, resides a population of 17,429 persons of whom only 32 are Negroes. School 240's pupil population reflects this latter fact—of its 842 pupils only 2 are Negroes. Surrounding homes are principally row houses averaging about 3.83 persons per household. The values of these homes average about $8,800. Of the 5,075 homes in this area, only 412 have been classified as dilapidated and deteriorated.

Immediately to the south of School 240 is the O'Donnell Heights Housing Project—a complex of 900 homes. As of March 31, 1963, 28.1% of the families in this project were on relief. Most of the children enrolled in School 240 come from the O'Donnell Heights Housing Project. These families are not newly arrived white in-migrants. For the most part they are composed of long-time native Baltimoreans caught in a low socio-economic syndrome within which they have drifted to the lower levels. Many of these families are female oriented, lacking a stable male image.

Many of School 240's pupils generally get little parental supervision and guidance. They lack acceptable academic skills. Success in school assumes little importance in their lives, and attitudes toward learning reflect parental indifference.

The philosophy at School 240 is that each child is of prime importance. The faculty cares about each child and the children soon know it. No special treatment, other than accorded all other elementary schools is given to School 240. This is reflected in the fact that a large percentage of its teachers are either special substitutes or per-diem teachers. Yet under the guidance of able administrators, the school's faculty has become imbued with the nongraded school organization philosophy.

In the Graceland Park-O'Donnell Heights School, the median number of pupils per classroom teacher is 36. Its 26 teachers are supplemented by a number of part-time resource teachers. These resource teachers provide experiences for the children in art, vocal music, physical education, and instrumental music. A speech correctionist, psychiatric school social worker, and a librarian complement the teaching staff. In addition, many other community agencies work closely with the school's faculty. Social workers from the Department of Welfare are a constant source of valuable information about pupil home conditions. The Department of Recreation operates a program of activities four nights a week in the school's gymnasium. Many nonofficial community organizations sponsor other social and athletic activities.

Graceland Park-O'Donnell Heights School 240
O'Donnell and Gusryan Streets (24)

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date(s) of Construction	1950/1955
Material	Brick/Frame Portables
Rating, 1951 School Facilities Survey	Satisfactory
Defects Noted in Survey	

FACILITIES	NO.	REMARKS
Auditorium	1	Capacity 222
Gymnasium	1	Capacity 70
Gym-Auditorium	0	
Cafeteria	1	Capacity 384
Library	1	
Shop	0	
Home Economics Room	0	
Laboratory	0	
Classroom	31	Includes 2 Kdgn., 7 Port., 1 Makeshift
Health Suite	1	

AREAS	SQUARE FEET
Total Site (8.68 acres)	378,101
Building	40,360
Floor Space All Floors, inc. basement	75,613
Play Space	170,500
Hard Surface	20,000
Soil	150,500
Ornamental and Service	167,241

The Lexington Terrace
School No. 19

The Lexington Terrace School was opened in September, 1963. It is located in the heart of the inner city, is within walking distance of the downtown business district, and is one of three public elementary schools in the immediate area. The school stands in the midst of high rise and low rise public housing, substandard dwellings, industrial plants, and numerous stores. It is within walking distance of one of the largest markets in the city as well as the University Hospital which provides the services of the Well Baby Clinic for the area. Two other hospitals are within a reasonable distance of the neighborhood, and seven churches are located in the vicinity of the school. The Y.M.C.A. and Y.W.C.A. have facilities in the area, and opportunities for planned recreation activities are also available in the Public Housing Community Center. Activities are offered for children under twelve and teenagers under eighteen Monday through Friday each week from 2:00 P.M. until 10:00 P.M. A Golden Age Club meets in the Community Center each Tuesday from 2:00 P.M. until 4:00 P.M. According to the 1964 edition of Neighborhood Facilities in the Vicinity of Low Rent Public Housing Projects published by the Baltimore Urban Renewal and Housing Agency, there are no day care services in the neighborhood.

The Lexington Terrace School serves almost exclusively the Lexington Terrace Housing Project, one of several public housing projects in the area. Some children also come from substandard homes located in the neighborhood. The Lexington Terrace Project contains 677 dwelling units and encompasses both high rise and low rise housing. In late spring, 1964, of the 675 families living in the project, 175 families were receiving assistance from the Department of Public Welfare. The average yearly income is $2753. Unemployment among the male members of the community is lower during the spring and summer months when job openings are more plentiful for laborers in construction work and in maintenance work on public grounds, such as parks.

The children come from homes where limited income results in material deprivation. Frequently, emotional deprivation results from broken homes, from strained relationships within the family situation, or from loss of contacts with certain family members due to illness or other causes. Although the neighborhood teems with industrial plants and facilities, many adults as well as children are unaware of the purpose or significance of these industries. This lack of awareness permeates other aspects of the life of the people and is reflected in the reactions of the children to school and learning.

Lexington Terrace School 19
Lexington Street and Myrtle Avenue 21201

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date (s) of Construction	1963
Material	Masonry
Rating, 1951 School Facilities Survey	
Defects Noted in Survey	

FACILITIES	NO.	REMARKS
Auditorium	1	
Gymnasium	1	
Gym-Auditorium	0	
Cafeteria	1	
Library	1	
Shop	0	
Home Economics Room	0	
Laboratory	0	
Classroom	27	inc. 2 Kdgn.
Health Suite	1	

AREAS	SQUARE FEET
Total Site (2.7 acres)	117,612
Building	40,667
Floor Space All Floors, inc. basement	86,386
Play Space	41,766
Hard Surface	31,950
Soil	9,816
Ornamental and Service	35,179

The Cherry Hill Elementary
School No. 159

The Cherry Hill Elementary School, which was opened in 1946, is located in Cherry Hill, a community located in the southern section of Baltimore City, covering a land area of more than 330 acres and having a population of approximately 25,000 persons. The community is bordered on the north and south by branches of the Patapsco River, on the east by Hanover Street, and on the west by the Curtis Bay main line of the Baltimore and Ohio Railroad. It is on the northern fringe of the Brooklyn-Curtis Bay area, a highly industrialized section of the city. The Cherry Hill School is one of four public elementary schools in the community.

A shopping center located in the area provides the services of a variety of stores and contains a motion picture theater. Seven churches, representing different faiths, are located in the community. Recreational activities sponsored by the Bureau of Recreation of Baltimore City are held in the Community Building. These activities are offered for both children and adults and provide activities related to a wide variety of interests. The Community Building houses a station of the Enoch Pratt Free Library, a Prenatal and a Well Baby Clinic operated by the Southern Health District of the Baltimore City Health Department, and a Searchlight Day Care Center for Mentally Retarded Children.

Most of the children who attend School 159 live in the Cherry Hill Homes, a public housing project. This project encompasses 1559 dwelling units, all low rise housing. Approximately 397 families in the project receive assistance from the Department of Public Welfare. Average yearly income per project family is $2291. Children have limitations placed upon their development by poverty which reduces not only the quantity, but also the quality of experiences which are available to both adults and children. Some children suffer physical deprivation—want of food, clothing, cleanliness. Some feel the effects of emotional deprivation—someone to listen, someone to talk to, someone to care. All suffer, to some degree, the deprivation of knowledge resulting from an environment which, often unintentionally, lacks the facility for helping young children take advantage of opportunities for learning that are within easy reach.

Cherry Hill Elementary School 159
801 Bridgeview Avenue 21225

TYPE: Elementary

BUILDING CONSTRUCTION AND RATING	
Date (s) of Construction	1945/1960
Material	Brick
Rating, 1951 School Facilities Survey	Satisfactory
Defects Noted in Survey	

FACILITIES	NO.	REMARKS
Auditorium		
Gymnasium		
Gym-Auditorium	1	
Cafeteria		
Library	1	
Shop		
Home Economics Room		
Laboratory		
Classroom	31	incl. 2 Kdg.
Health Suite	1	
Playroom	1	

AREAS	SQUARE FEET
Total Site (11.19 acres)	482,384
Building	29,442
Floor Space All Floors, inc. basement	63,853
Play Space	160,480
Hard Surface	18,390
Soil	142,090
Ornamental and Service	167,241

An important aspect of the Early School Admissions Project is to test the desirability of a full-day educational program vs. a half-day program for young children. The Mount Royal School and the Cherry Hill School were identified as the loci for the full-day programs, and here the children attend school from 9 A.M. until 3 P.M. At the O'Donnell Heights School and the Lexington Terrace School, the children attend school from 9 A.M. until 12 Noon, but the staff works on a full-time basis. Afternoon hours are utilized by the staff for work with parents, planning, record keeping, and professional development activities.

Identification of Staff

Each project center is staffed by a teaching team of four adults: the Senior Teacher, the Assistant Teacher, the Teacher Aide, and a Volunteer, who serves on a one-day, once-a-week rotating basis. At least three members of the team must be present daily.

The senior teacher, selected from the staff of the Baltimore City Public Schools, is a competent teacher of young children who is experienced and skillful in working with disadvantaged children and their parents and enjoys working with them.

The assistant teacher is also a trained person who has had satisfactory work experience with young children, but she was selected from sources outside the staff of the Baltimore City Schools to keep from depleting the existing school staff (private nursery schools, kindergarten, parochial schools, etc.).

The teacher aide is basically responsible for clerical work and maintaining records, but she also assists other staff members with duties that do not require teacher training. One of the current teacher aides is a parent from the neighborhood adjacent to the project center in which she works. She had assisted with clerical work in the project center school prior to assuming the position of teacher aide. She has been most helpful in interpreting the work of the project to her neighbors and has been instrumental in enabling the project staff to understand better the attitudes and needs of the community.

The volunteer may or may not live in the community in which the project center is located. During the school year 1963-64, volunteers were not from project center communities, but were recruited from the membership of three community agencies, The Baltimore Council of Jewish Cooperatives, The Baltimore Section of the National Council of Jewish Women, and The Young Women's Christian Association. Personnel from each agency worked closely with the project coordinator in relation to the volunteer program and accepted the responsibility for recruitment and screening of members of their respective service groups who were interested in working with the project in a volunteer capacity. Nineteen persons were identified to serve as volunteers on either a regular or substitute basis. Upon application, each potential volunteer was requested to fill out a Staff Experience Inventory Form. The form includes space for indicating educational background, kinds and amounts of experience in working with children and adults, and special interests and abilities possessed by the applicant. It is felt that information of this type is useful in planning for the kinds of contributions that volunteers can make to the instructional program in each center. The information summarized in TABLE I indicates the variety of experiences which prepared the volunteers to make worthwhile contributions to the Early School Admissions Project.

TABLE I
Volunteers ESA Project - 1963-1964

Volunteer Classification	Number
College Graduates	14
Teaching Experience	9
Work with children other than teaching	
Cooperative Nursery	6
Scouts	5
Summer Camp	4
Class Mother	1
Hospital Situation	2
Church School	2
Work with adults	14
Special Interests	
Music	6
Art	4
Dramatics	2
Literature	3
Science	1

Each volunteer serves one full day each week in a given center.

Staff Orientation

The work of the Early School Admissions Project requires that the staff consist of personnel with sound professional knowledge in the areas of early childhood education, parent-child relations, and school-community relations. Moreover, it is imperative that staff members accept and understand disadvantaged youngsters and their parents. Since this project is experimental, it is equally important that staff members possess the ability to think creatively and that they be willing to adapt traditional teaching methods or depart from them when such a procedure seems to be in the best interests of the children.

In preparation for work in the project, staff members studied together the goals and organization of the project as outlined in the brochure, An Early School Admissions Project. Some basic planning was projected concerning meeting the problems of disadvantaged children, possible curriculum content, team approach to planning and teaching, initial work with parents, record keeping, and relationship of the project to the total school situation. Each of these areas of concern served as the basis for staff meetings at different times throughout the year.

Orientation of Volunteers

Volunteer personnel did not begin working in the project centers until October 14, 1963. This procedure was followed so that the children would have an opportunity to establish rapport with a limited number of adults whom they could expect to see on a regular basis before being expected to relate to five other adults whom they would see only once a week. The six-week interval also provided an opportunity for the professional staff to get to know the children well so that when the volunteers did begin working, the teachers were better able to answer questions, interpret activities, assist volunteers in planning for the assumption of their roles, and decide which children were ready to relate to and work with volunteers.

Prior to October 14, the volunteers participated in a series of orientation sessions to build greater understanding of their roles as volunteers. Since some volunteers were experienced and others were new to the work, care needed to be taken not to duplicate previous orientation sessions and to utilize the "know-how" of experienced personnel.

On September 23, 1963, the entire volunteer group met at the Mount Royal School. The session was devoted to developing an understanding of three- and four-year-olds and exploring the roles of volunteer personnel working with these young children. Attention was given to the characteristic that "disadvantaged" three- and four-year-olds might have in common with all "threes" and "fours" as well as the differences one might discover. Volunteers who had worked in the Mount Royal and the O'Donnell Heights Schools from February through June, 1963, assisted in presenting information and guiding discussions.

Miss Lillie G. Patterson, Library Specialist, met with the entire group on September 25, 1963. During this session, attention was focused upon the kinds and varieties of experiences with literature that are appropriate for young children. Suggestions were given for introducing new stories and poems, techniques for reading and telling stories, activities to promote recall and stimulate creative responses such as dramatization, and procedures to use in order to foster respect for and develop care of books. The content of this meeting was centered around the books that would be available for use in the project centers. An effort has been made to provide books that are most appropriate for the age group, but are not listed for ordering at kindergarten level so that excessive duplication may be avoided. Members of the Library Division, Baltimore City Public Schools, have assisted in selecting books for the Early Admissions Project. The books to which Miss Patterson referred were available for examination.

One role of the volunteer is that of assisting in the maintenance of records that will provide information relevant to the growth and development of children. However, to be useful, such a record must be as factual as possible and free from personal interpretations and judgments. Recording of this type requires skill founded upon understanding of purpose and insight into the given situation. On October 1, 1963, Mrs. Marie Schmuck, Elementary Supervisor, met with the volunteers to discuss and demonstrate techniques for recording anecdotal records. Mrs. Schmuck, as a leader of Child Study Groups, has worked closely with the Institute for Child Study, University of Maryland. She is most knowledgeable concerning the writing and use of anecdotal records. Through the use of sample records, Mrs. Schmuck was able to illustrate the major aspects of good recording.

On October 3 and 4, 1963, volunteers met in the schools in which they would be working in order to meet school personnel and become aware of facilities in the school building. They also had an opportunity to work with the art specialists in relation to creative activities for three- and four-year-olds. Art materials available in the centers were used with emphasis upon desirable procedures for introducing materials, for assisting children, and for reacting to children's work.

On October 8 and 10, 1963, the volunteers again met in the schools in which they would be working. They observed in the centers and discussed with the teachers the needs of the children, the routines that were being developed with the children, and the role of the volunteer in assisting in the development and support of routines. The teachers planned with them for their initial experiences in the center.

At the end of each orientation session, a printed summary of the most significant ideas that had been developed was presented to each volunteer. The summary and additional notes taken by the volunteer were kept in a portfolio designed for this purpose. As additional information was gathered throughout the year, it was added to the portfolio.

During all of the orientation sessions, active participation was encouraged on the part of individual staff members and questions were invited.

Orientation sessions marked the beginning of a program of staff inservice education which will be implemented throughout the duration of the project. Observations, planning sessions, and question-answer periods extend the knowledge and understanding which are initiated during orientation sessions. Total staff meetings, including volunteers, are scheduled once a month; other staff members meet on an average of once a week. Meetings may involve staff members of a given center only, or may provide opportunities for staff members of several centers to jointly consider common concerns. Format of a meeting and the staff members involved are determined by the purpose for the meeting. It is not unusual for members of the regular school staff to attend a project staff meeting, when the subject to be discussed concerns them or would be of interest to them.

Work with Community Agencies

Representatives from a variety of community agencies serve as an Advisory Committee for the Early School Admissions Project. During the 1963-1964 school year, the Advisory Committee did not meet as a group. Instead, individual members were contacted as the need arose for assistance from the agency represented by the committee member. As committee members applied their experiences and knowledge to matters of concern, the project staff was enabled to identify additional directions in which to work toward goals or to seek solutions to problems. Examples of specific assistance extended by agency representatives are:

1. Persons were suggested who might qualify for positions in the project.
2. Staff members were directed to printed materials and agency personnel that might prove helpful in

supplying needed information. For example, the coordinator was directed to personnel of the Urban Renewal and Housing Administration who were able to specify which areas in a given community would be demolished to prepare for urban renewal. Time schedules for demolition were also indicated. In another instance, agency personnel assisted in locating children whose families had been moved to various sections of the city.

3. Personnel from community agencies assisted in identifying children who might be eligible for the project program.
4. Provisions were made for project staff members to be involved in activities of various community agencies. As a result, the staff was able to acquire a greater volume of information and to benefit from the ideas and reactions of personnel considering a common problem in terms of varied frames of reference.

Representatives from the Baltimore City Public Schools and various community agencies on the Early School Admissions Project Advisory Committee are indicated in TABLE II.

TABLE II
Early School Admissions Project Advisory Committee

Baltimore City Public Schools Representatives

Dr. George B. Brain
Superintendent of Public Instruction

Miss Mary A. Adams
Assistant Superintendent, Elementary Education

Miss Edith V. Walker
Director, Elementary Education

Dr. Orlando F. Furno
Director, Bureau of Research

Mrs. Catherine Brunner, Project Coordinator

Mrs. Margaret Beaman, Senior Teacher

Miss Velma Branch, Senior Teacher

Mrs. Grace Burkett, Senior Teacher

Mrs. Vaughn McClure, Senior Teacher

Community Agency Representatives

Mrs. Myrtle Adelburg
President, Baltimore Council of Parent Cooperatives

Mrs. Henry Corner
Board of Directors, Health and Welfare Council

Dr. Grace A. Dorsey
State Department of Education

Mr. Harold C. Edelston
Health and Welfare Council

Mrs. Leon Ginsberg
Maryland Committee on Group Day Care of Children

Mrs. Robert Hampson
Past President, Baltimore City Council, Parent-Teachers Association

Mrs. David Levy
Mrs. Joseph Pines
Baltimore Council of Jewish Women

Mrs. Henrietta Martin
Young Women's Christian Association

TABLE II
Early School Admissions Project Advisory Committee
(continued)

Dr. Parlett Moore
Coppin State Teacher College

Dr. H. Gerthon Morgan
University of Maryland, Institute of Child Study

Dr. James Rhyne
Baltimore City Health Department

Dr. Leon Sachs
Baltimore Jewish Council

Mr. Abe Scop, Chief
Bureau of Child Welfare, State Department of Welfare

Dr. William S. Sartorius
Superintendent, Baltimore County Public Schools

Dr. Furman Templeton
Baltimore Urban League

Mr. Harry B. Weiss
Urban Renewal and Housing Agency

Dean Albert Whiting
Morgan State College

Rev. Donzel C. Wildey
Maryland Council of Churches

Arrangements for Food Service

Included in the daily program for each center are provisions for a mid-morning snack. In addition, children in the full-day center are served lunch. Costs for these phases of the program are included in the budget for the project.

Snack and lunch periods are felt to be important aspects of the project program because they provide opportunities for children to derive nutritional benefits and at the same time participate in a social experience which enables them to acquire desirable eating habits, and grow in the use of language through informal conversation.

Under the direction of Mr. Robert Nicholson, Director of School Cafeterias, and Mrs. Eloise Payne, Supervisor, a fine food service program has been developed. This program is described in detail on pages 26-29, An Early School Admissions Project, Progress Report 1962-1963.

CHAPTER III

IDENTIFICATION AND SCREENING OF CHILDREN

The Early School Admissions Project, as indicated by its name, is concerned with children not ordinarily enrolled in the regular school program. These are the youngsters usually identified by the term "preschool age." It is also concerned with children who live in depressed areas. In Baltimore City, children may enter kindergarten at the age of five. However, families who live in depressed areas, where aspirational levels tend to be low, frequently do not send their children to school until they reach the age of six. One important problem of the Early School Admissions Project is the identification of children eligible for participation in the project.

Criteria for Selection

Basic to the identification of children for project participation is the need to utilize criteria which are more meaningful than terms such as "culturally disadvantaged." When project centers were identified, information from census tracts was used in order to identify depressed areas in the city. However, it cannot be assumed that every person who lives in such an area is disadvantaged or is operating under the influence of low aspirational level. It is not scientifically sound to conclude that any and every child living in a depressed area is disadvantaged. Rather, an attempt is made to identify those children whose family situations are permeated with multiple problems which impede child development. The problems listed below are the criteria applied to information about the home that is obtained during an interview with the parent and is recorded on the Pupil Personal History Inventory. Only those children are considered eligible for the project who belong to families in which three or more of these problems are persistent.

1. Limited family income
2. Low-value and low-standard housing
3. High density of population per dwelling
4. Dependency of family on public services (welfare, health services, public housing, etc.)
5. Absence of a parent (death, divorce, separation, or other reasons)
6. Changes in parents
7. Chronic disease, physical or mental, in the family
8. Record of adult or juvenile delinquency in the family (crime, family non-support, etc.)
9. Limited educational background of parents
10. Limited school achievement on the part of older siblings
11. Frequent changes of residence

There is no intent to imply that the list given above is complete, nor has any attempt been made to list factors in any hierarchy of importance.

Age is another factor applied as a criterion for entrance to the project program. Children must be four years old on or before December 31 of the current calendar year to be eligible. December 31 is the date used for ascertaining eligibility for entrance to kindergarten and first grade, also. It was felt, therefore, that selection of this date in establishing the age criterion would facilitate movement on the part of children from one level to another.

Medical examinations and mental tests are used to determine health status and level of mental development for each child. Children are excluded if they are subject to chronic illnesses which might cause frequent or prolonged absence from school, if they have physical impairments which can interfere with learning, or if mental retardation is suspected. Since the Early School Admissions Project is experimental, it is hoped that variables can be controlled. (See An Early School Admissions Project, Progress Report, 1962-1963, pp. 32-38 for information relative to the selection of mental tests.)

Identification of Potentially Eligible Children

During the months of April and May, 1963, families within the school neighborhoods with children potentially eligible for the project program were identified by the methods described below:

1. Brief letters explaining the program were sent home with children enrolled in the regular school program. A return slip was provided to facilitate the forwarding of needed information to the school. These letters originated in the schools designated as project centers as well as in other schools in the immediate neighborhood.
2. Church and lay personnel, identified as leaders in the neighborhood situations, assisted in informing families about the program and designating homes where children eligible for the program might be found. Information gathered was reported to the project coordinator by means of a Child Census Inventory.
3. Managers of housing projects prepared lists which indicated the families living in the project who had children eligible for the program.
4. The school nurses and counselors supplied names.
5. Names were obtained from the files of the Well Baby Clinics of the Baltimore City Health Department.

Development of Parental Understanding

Late in May, 1963, development of an understanding of the program on the part of parents was attempted by means of the following procedures:

1. Letters were mailed to the homes of each family identified through the procedures described in the preceding section. These letters announced the continuation or the initiation of the project in a particular school situation and invited the parents to a meeting at which the program would be explained in detail.

2. A meeting was held in each project center school to inform the parents about the purposes of the project and the process for the selection of children.

3. Following a question period during the meeting described above, parents were requested to indicate interest or lack of interest in entering their children in the project program. They were assisted in recording their reactions on an Interest Inventory.

4. Follow-up letters were forwarded to families identified as having eligible children, but not represented at the meeting. These letters explained briefly the purpose of the program and the process for selection of children. An Interest Inventory was enclosed to enable the parent to communicate his reactions.

5. Parents who had indicated an interest in having their children considered for the project program received notification of appointment for examination of their children.

6. Senior Teachers and the Coordinator made home visits to contact additional families. This method of recording seemed most productive for the reasons stated below:

    a. Parents talked more freely in their home environments.

    b. Some parents were either unable to respond to written communications or experienced difficulty in doing so.

    c. Interview teams had the opportunity to observe directly:

        (1) the home environment,

        (2) parent-child relationships,

        (3) relationships with siblings present at time of the interview.

    d. Interview teams were able to make some rough assessments of the quality of children's experiences in relation to:

(1) presence or absence in the home situation of toys, printed materials, t.v., radio, play space, and pets;

(2) presence or absence in the neighborhood of factors such as play space, play facilities (play grounds, recreation leaders, etc.) or libraries.

7. Interview teams informed interested parents of an appointment for examination of their child, and left in written form the date, time, place for the appointment as well as the procedure for calling the school if a change of time was necessary.

Implementation of the Examination Procedure

In order to determine eligibility for participation in the project, each child was considered in light of age, the kinds and numbers of problems persistent in his family situation, his physical status as evidenced by a rigorous physical examination, and his stage of development as indicated by the results of the Columbia Mental Maturity Test and a Verbal Maturity Test designed by the Division of Educational Testing, Baltimore City Public Schools.

The testing-examination program was initiated in July, 1963, and continued through the first two weeks in August. Approximately fifteen days were devoted to screening for each project center. One week of the time devoted to screening for the Mount Royal School was delayed until early September. This school is located in a neighborhood in which demolition of property began to occur in order that an urban renewal program might be implemented. During June, 1963, movement of families from the neighborhood began to occur at a high rate, and it seemed wise to delay the bulk of the screening for the Mount Royal School.

It was requested that one parent come with the child for the testing session, and that the birth certificate and vaccination certificate of the child be brought to the test session. It was also requested that the parent contact the school if a change of appointment time seemed necessary. The senior teacher, assistant teacher, and the coordinator went to homes of those who did not appear and neglected to contact the school. During this home visit, the mother and child were brought to the school at the appointed time if possible, a new appointment time was designated, if necessary, or the child was brought to the school for the tests and the parent was interviewed in either the home or school at the earliest possible time.

The senior teacher, the coordinator, the principal or the vice-principal interviewed the parents. This interview supplemented that conducted by the nurse, and it attempted to identify information concerning family structure, family mobility and the experiential backgrounds of children.

The mental tests were administered prior to the physical examination. Educational psychologists from the Bureau of Educational Testing, Baltimore City Public Schools, were assigned the responsibility for administering to each child individually the Columbia Mental Maturity Test and a Verbal Maturity Scale designed by the Educational Testing Services, Baltimore City Public Schools.

The Baltimore City Health Department nurse assigned to each school, and a doctor from the Department of Maternal and Child Care, Johns Hopkins Hospital or a doctor for the Baltimore City Health Department were responsible for the physical examination and for recording examination data. The nurse conducted a medical questionnaire with the parent. This questionnaire was designed to:

1. Obtain a complete medical history.

2. Attempt to identify standards of the family, as regards morals, ethics, relationships, etc.

3. Attempt to identify patterns of parent-child interaction.

4. Provide a gross picture of physical and psychological developments.

The teacher aide and a volunteer assisted the nurse by weighing and measuring the children, and an eye examination was conducted by volunteers from the Maryland Society for the Prevention of Blindness.

The examination procedure utilized was as follows:

1. Parent interviews by the senior teachers, coordinator, principals and vice-principals were conducted prior to the close of school in June, 1963.

2. During July, early August and early September, eight children per day were scheduled for tests in a given school. Examinations were conducted in two schools during a given period of time.

3. Each child was given the mental tests prior to the physical examination. While the child was being tested, the nurse conducted an interview with the parent.

4. Following the mental test, each child was weighed, measured, given an eye examination, and was examined by the doctor. The parent remained with the child during this phase of the examination session.

Implementation of the Screening Procedure

Returns from letters from families with children enrolled in the school were evaluated in terms of multiproblems of families. The evaluation teams consisted of the principal, vice-principal, school nurse and counselor of each school. Children who were members of families that could not be classed "disadvantaged" were eliminated from consideration for project enrollment. Also eliminated were children who were members of families that were planning to move out of the neighborhood.

Results of parent interviews were carefully screened in terms of multiproblems of families. This screening was performed by the senior teachers, school nurses and the project coordinator. Children who could not be considered "disadvantaged" were eliminated.

Results of the health questionnaires and the physical examination were evaluated by the examining doctor and nurse. Children were denied eligibility status who evidenced any gross physical impairment that might interfere with learning, such as total hearing loss, or who possessed a history of any chronic condition that might cause frequent and prolonged periods of absence from school.

Personnel from the Bureau of Individual Testing evaluated test results. The doctors were consulted concerning cases of suspected mental retardation in order to ascertain whether or not there were data concerning physical factors to support the possibility of mental retardation.

Names of all children eligible for the project were forwarded to the Division of Educational Research, Baltimore City Public Schools. A random sample of 35 children was selected for the experimental group in each school, and an additional sample of 35 children was selected as a control group for each school.

Late in August, 1963, letters were sent to the home of each child who had been examined informing the parents as to whether or not the child would attend school in September, 1963.

Exclusions which resulted from the screening procedure are summarized in Table III.

TABLE III
Reasons for Excluding Children From Early School Admissions Project, 1963-1964

Reasons for exclusion	School 19	School 66	School 159	School 240
1. Not disadvantaged	3	3	5	-
2. No physical examination	-	5	-	7
3. Physical examination	1	3	5	3
4. Removal from neighborhood	1	-	1	6
5. Incomplete test results	-	-	-	-
6. Mental tests	3	-	-	-
7. Opportunity rejected by parent	-	-	-	3
Number of exclusions	8	11	11	19
Total number screened	85	78	93	80

Composition of experimental groups enrolled in the four centers is summarized below.

TABLE IV
Early School Admissions Project 1963-1964
Approximate Percentage Distribution of Children Among Ethnic Groups

White	35%
Negro	64%
Asian	1%
	100%

TABLE V
Early School Admissions Project, 1963-64
Approximate Percentage Distribution of Children Among Recent Migrants to Community

Southern White	9%
Southern Negro	5%
Families have lived in Baltimore area for several generations	86%
	100%

TABLE VI
Early School Admissions Project, 1963-1964
Approximate Percentage Distribution of Children Among Social-Economic Classes

"Middle Class"	
"Lower Middle Class"	
"Lower Class"	90%
"Indigent"	10%
	100%

CHAPTER IV

THE INSTRUCTIONAL PROGRAM

The Early School Admissions Project has two major objectives relative to the instructional program. These objectives are: to help children from depressed areas overcome those academic handicaps which otherwise would confront them upon their entrance to regular elementary school programs, and to determine those learning experiences needed to overcome limitations imposed by factors in the environments of the children.

If children of limited backgrounds are to develop the desire to learn and the skills required for educational progress, it is important that a sensory-rich learning environment be provided to arouse interest, stimulate thinking, and provoke questioning. A warm, accepting classroom atmosphere is needed to dispel fear and to enable children to develop feelings of "belongingness," self-confidence, adequacy, and security. Within this setting, project staff members are working to build an educational program based upon specific goals.

The goals which guide the selection and planning of the instructional program and the skills which are incorporated into learning activities are believed to be significant components of experience at any developmental level of the individual, although the content in which they are imbedded will differ from one situation to another and the quality of response on the part of the individual will vary in relation to his developmental stage and education. Each individual works toward the realization of goals and toward better mastery of skills throughout his entire life. Therefore, the goals outlined in the material that follows will not be realized within a year, but will serve to establish foundation for concepts and skills that will continue to develop as the individual grows, develops, and expands his experiences.

Children bring to any learning situation those understandings and skills which their experiences have enabled them to develop. The levels of development of given understandings and skills differ widely among any groups of children. For these reasons, staff members of The Early School Admissions Project

1. Recognize individual differences in readiness for different kinds of learning activities
2. Establish expectancies in respect to needs, backgrounds of experience and estimated abilities of individual children
3. Attempt to provide learning experiences to meet differences in readiness for learning
4. Understand that children will begin at different levels in relation to a learning experience, progress at different rates as learning proceeds, and achieve understandings of a concept in different ways and in different amounts of time

While guidelines have been established for the instructional program, they are in no way meant to be restrictive or all-inclusive. Teachers are encouraged to plan learning experiences in terms of children's backgrounds of experience, needs, interests, and abilities and in relation to community needs and resources. There are many routes toward goal achievement, and it seems wise to select those which embody the greatest meaning for the learners which are appropriate in terms of child growth and development and which exert no pressures which might impede learning.

It would be neither possible nor practical to attempt to present the complete curriculum that has been developed in each of the four centers during the 1963-1964 school year. However, an attempt has been made to summarize the major aspects of the total program and to present these in a manner that will be meaningful to the reader.

Guidelines for Curriculum Development
Early School Admissions Project

GOAL: Develop communication skills

Skills

Listen with attention in order to

- Recognize and identify sounds
- Identify likenesses and differences in sounds
  - Gross differences
  - Fine differences
- Reproduce sounds that have been heard
- Understand simple thoughts that have been heard

Speak Clearly

Express ideas using an appropriate and an expanding vocabulary

Participate in conversations with both peers and adults

Express ideas in thought units (A thought unit may consist of a word, phrase, sentence or several sentences, depending upon the situation and the maturity of the child.)

Detect visual likeness and difference

- Gross differences
- Fine differences

Skills

Interpret real or vicarious experiences

- Recognize main ideas
- Associate events in sequence
- Infer motives or feelings
- Predict events
- Make accurate recall

GOAL: Develop the ability to understand quantitative relationships

Skills

Understand simple quantitative relationships through experiences involving either one to one correspondence or counting

Solve problems arising in natural situations

Understand simple concepts of time and space

Understand cardinal and original meanings of numbers

Express ideas using a growing number vocabulary, for example:

near - far
high - low
in - out
on - under
short - tall
early - late
big - little
up - down
large - small
long - short
thin - fat
slow - fast

GOAL: Develop aesthetic values through experiences in art, literature and music

Skills

ART

Learn to use art materials

Learn to express ideas and feelings through the use of a variety of art media

Establish work habits and standards necessary for accomplishment

LITERATURE

Learn to appreciate and enjoy good literature

Listen attentively for a purpose

Learn to react to literature

Develop the ability to discriminate between the realistic and make believe

Learn to handle and care for books correctly

MUSIC

Learn to distinguish between the singing and speaking voice

Learn to express ideas and feelings through creative response

Develop auditory discrimination

- Recognize
    - melodies
    - rhythm instruments
    - phrase repetition

Develop an appreciation of aesthetic values of music

GOAL: Foster good health and further physical development

Teachers and other staff members may promote physical welfare of children by being aware of physical needs.

Special attention may be given to

EYES - Activities should be planned so as to avoid eyestrain.

EARS - Day dreamers, the dawdler, and the child with constant colds should be watched for hearing difficulty.

MUSCLES - Activities should further large muscle and motor growth. Muscular coordination cannot be rushed.

POSTURE - Provision should be made for frequent changes in position during work and play.

REST - Provision should be made for rest and relaxation in the school. Sufficient amount of sleep should be encouraged at home.

NUTRITION - Snack and/or lunch periods can build healthful eating habits and desirable social habits.

Skills

Learn to control body movements

Locomotor Skills
- Walking
- Hopping
- Jumping
- Leaping
- Running
- Galloping
- Skipping
- Sliding

Axial Skills
- Bending
- Stretching
- Swinging
- Swaying
- Twisting

Develop strength and agility

Develop sensory acuity

Learn to use outdoor and indoor equipment safely

GOAL: Develop an understanding of self and a wholesome self-concept

Skills or Attitudes

Develop wholesome feelings

Understand self as a unique person

Understand self in relation to group

Develop realistic self expectations

Understand feelings and handle them in a socially acceptable manner

GOAL: Develop an awareness and an understanding of the environment

Skills

Observe, using the five senses

Locate information to answer questions

Evaluate information

Organize information

Although the guidelines for curriculum development are stated specifically, it is not intended that formal lessons be planned to "teach a skill." It is intended, rather, that the staff be aware of the goals toward which learning is directed, know which skills are considered important, understand ways in which these skills can be developed meaningfully and appropriately with four-year-old children, and use the content of interesting, vital experiences as the media for skill development. No attempt is made to develop skills in isolation. Rather, attention is given to a skill when there is a purpose it may serve in increasing the meaningfulness of an experience. At times a particular skill may figure significantly in a particular experience, while at another time it may assume a role of lesser importance. For example, one group of project children visited the zoo in order to see some of the animals that had played major roles in stories thay had been reading. As one follow-up activity, the children and teacher examined and discussed rubber models of a bear, an elephant, a lion and a tiger. The size of the models in relation to the size of the real animals was discussed, and the distinguishing characteristics of each animal were noted and described. The children discovered that, even though the four animals were different in many ways, they had some common features — each had two eyes, two ears, and four legs. It was possible for children to tell which animal had been removed from the group after having closed their eyes as the removal occurred. Individuals were able to describe an animal and choose another child to locate and name that animal. From a group of pictures, children were able to classify pictures of bears, elephants, lions and tigers and eliminate pictures that had been included as detractors. While language skills certainly enter into this experience, visual discrimination seems to assume major significance. In a different follow-up experience to the zoo visit, the teacher read the story, Polar Bear Brothers, by Crosby Newell. The children predicted the content of the story by examining the picture on the front of the book, then listened to the story to discover how many of their predictions were correct. In this activity, auditory discrimination assumed the major role, and visual discrimination was of lesser importance.

The written daily summaries maintained by the teachers enable them to note the extent to which various skills are being incorporated in the program, levels of skill competence achieved by individuals, and needs of children in relation to development of particular skills.

Development of the Curriculum

The development of a positive self-concept on the part of each child is a major goal of the Early Admissions Program.

When project children first come to school, many of them do not know their own names. Some of them have heard themselves identified as "boy," "girl," "little boy," "little girl," "sister," "brother" or have learned to answer to a substitute name that bears no resemblance to their given names. On occasions, communication in the home involves no naming at all. A mother informing a child that he must get down off the window sill may glower in his direction and angrily command, "You get down!" The glance and the association of act and command convey meaning to the proper individual and no name is required. It becomes important to help the children begin to establish their identities. Each child is greeted in the morning by his own name and is addressed by his name whenever the need arises to speak to him as an individual. Children learn to identify each other and the staff members by name. Terms such as "Teacher," "that boy," or "that girl" are not accepted, and children are helped to understand that only when correct names are used can the meaning of remarks be understood. Singing and talking games in which the names of the youngsters are used provide interesting settings for establishing the identities of class members. The child watches as the teacher labels his creative efforts by printing his name. While printing his name, the teacher reads it to the child, establishing the idea that this object belongs to him; his name will tell everyone it belongs to him. A definite place to keep one's personal belongings further stresses one's identity. This space belongs only to one child, is labeled to assure its identity, and is always available to the individual.

Some of the children do not know how they look, for they have never viewed their images in a mirror, nor have they seen pictures of themselves. There are mirrors in each center so that children can become aware of their appearances. In extreme cases, initial use of a mirror leads to expressions of disbelief when the child is told the image is his own. The bewildered child reaches out to touch various parts of the image in a testing, exploring fashion. Children will walk to the mirror, stand very still, look steadfastly at the image and say nothing. Some youngsters, in order to believe they are really seeing their own images, need to recognize someone they know (another child, the teacher, a volunteer, their mothers) standing next to them. The other person is usually recognized quickly, but a number of similar situations may be required before a child is convinced he is viewing his own image in the mirror.

Viewing a picture of himself for the very first time can be even more unusual for a four-year-old, because in the picture one appears to be so small. However, as other children identify the individual, his belief and pleasure grow. Pictures are significant in building personal identity, but they serve also to assist children in recording and recalling experiences. However, when pictures, slides or movies of the children are to be used, all other purposes must be delayed until after there has been an exploratory session in which each individual may be identified.

While techniques such as those enumerated above help the child to discover who he is and how he looks, the kind of person he is or is thought to be is being developed constantly through interpersonal relationships. If his concept of self is to be a positive one, then the atmosphere of the classroom must be a warm and accepting one where the child comes to learn that other people are glad he comes to school; their faces and voices tell him this when they greet him by name. He learns that he is an important person. The teachers and children will listen when he has something to say. He can help some children to do things or he gets help if he needs it. If he makes a mistake, somebody will help him to find out how to make everything right again.

It becomes apparent, then, that the building of self-concept is an integral part of every aspect of the instructional program. It becomes an important part of parent education too, since the process of development of self-concept is ongoing and is influenced by persons and events in every facet of the environment of the individual.

The development of habits of cleanliness, care of property and the nurturing of physical development are concerns of the educational program.

Most of the children come from highly disorganized environments where orderliness, cleanliness, and safety are difficult to identify or to achieve in some instances. These, then, become necessary concerns for work with both parents and children.

At school, children know where to find soap, towels, water, their own toothbrushes, tissues, and other equipment to maintain bodily cleanliness, and time is reserved for personal care. Each of these materials has been introduced to the children in small group sessions when they have been able to talk with the teacher about these objects — what they are; how they will be used; where they will be kept; how they will be obtained; how they will be put away.

In the classroom, there are places for each thing to be kept. Children assist the teacher in deciding which objects will fit best in the various shelf and storage spaces available. Frequently, the place for materials such as blocks, colored paper, or puzzles is marked by a picture or a matching form so that visual discrimination may assist the child in returning the object to its correct storage space when he has finished using it. All materials in a given center are not made available to the children at once, but rather a modest beginning avoids overwhelming experiences for children who have few possessions at home. Throughout the year, new materials are added that are appropriate for maturity and interest levels of the children.

Growth in the use of desirable eating habits and the opportunity for balance in diet are goals of the snack and lunch programs. For many children, school provides the initial opportunities for group eating, the use of conversation during meal time, and the use of forks and spoons. It becomes important for parents to have opportunities to occasionally join the children for lunch to observe food service, eating habits, teaching procedures used by the teacher and to participate in the conversation. Children learn about new foods — how they look, how they smell, how they taste and the different ways they can be prepared. This knowledge is transmitted to parents during home visits or parent meetings. Great care is taken, however, to safeguard against downgrading the home situation for the children, since how one feels about his family is a part of how he feels about himself. If the home situation is to be a positive factor in the development of the child, the curriculum cannot detract from it. Some aspects of meal service are bound to be different in school and at home. Therefore, the idea is stressed that in school certain procedures are going to be followed, but when the child verbalizes or questions home habits, it is noted that everyone does not necessarily follow the procedure established at school.

Equipment and play activities provide opportunities for children to walk, run, crawl, climb, and jump, thus developing muscular coordination and control, and providing necessary outlets for the abundant energy of the four-year-old. Opportunities are also afforded for children to test out new ideas through role playing and to begin to develop peer relationships with other children who share their interests.

The need to communicate is basic to learning and to relating to others. Therefore, it permeates the entire instructional program.

In order to communicate, one must have ideas to transmit to others, the language to identify his ideas, ability to organize his ideas so that they are intelligible to others, and an audience of one or more persons. These facets of communication guide the work of the Early Admissions Centers.

Children participate in a wealth of first-hand experiences, reinforced by additional experiences either real or vicarious that are closely related to the initial experience. Of course there are trips to the airport, to the zoo, to the pet store, to the library and to numerous other places. But first hand experiences occur throughout the day: when children stop playing for a short time to listen to the wind and feel it; when the fire engine passes the playground; when Jimmy watches the icicles outside the window melt in the sun. Each of these events provides the raw material for communication. Within the context of each experience, children are helped to name accurately objects, feelings, or actions and learn words which will describe them. In learning language, children are guided to name or label parts of the environment, classify them, and eventually generalize. For example, throughout the year children have been learning about animals. As a result of experiences with a given animal, they have learned to attach the proper name to the animal — cat, dog, rabbit, giraffe. They can classify wild animals and tame (domesticated) animals. They know to which facets of environment the general term animals can be applied. They can differentiate animals from one another both visually and by means of descriptive language because they know the characteristics which distinguish one animal from another. Through auditory discrimination they are able to identify certain animals because of the sounds they make.

Concepts and word meaning go hand in hand, since concepts are identified by words. For example, in helping children understand and learn to use the words near and far, people, trucks, cars, airplanes and balloons that have been released have been observed as they proceed from near points to far points, indeed until out of sight. Changes in appearance have been noted, and correct terms have been applied. Picture study was used to further these concepts.

Organization and recall enable one to communicate more effectively or to react to communication. Children have used tape recordings, records and pictures to recall the events of an experience, story, song or poem. Sometimes these events need to be reordered to obtain proper sequence. Similar procedures are used to evoke the main idea of a situation.

Children are encouraged, but not pressured, to tell as much as possible about an object, place or thing. This leads to increased length of the thought units which are used to express ideas.

Music, art, and literature add joy and beauty to life and add new dimensions to the environment.

No one person can actually participate in all of the experiences life has to offer — visit all the places, behold all the sights, experience all the excitement, joys and sorrows. Through books one is able to expand his horizons in many directions and encompass a wealth of experiences and knowledge. It is hoped that the intellectual, emotional and social horizons of the project children will be expanded greatly as they are introduced to books as sources of joy, excitement, and information. Nursery rhymes, poetry, children's classics, modern stories and factual material are shared with the children, and their reactions are sought in the form of comments, retelling activities, dramatizations, or artistic representations. It is hoped that experiences with literature will engender a love for books and an interest in learning to read.

Opportunities to use varied art media to express one's ideas and feelings provide an additional avenue of expression for children, expecially those who sometimes find words to be a difficult medium for expression. Children have opportunities to experiment with media and to interpret ideas gained from real or vicarious experiences.

Singing, responding rhythmically to music, and using rhythm instruments to interpret movement and feelings provide for self-expression as well as the acquisition of knowledge and skills.

As a result of a breadth of experiences, it is hoped that children are developing a lasting repertoire of favorite songs and instrumental selections, such as Brahms' Lullaby, the ability to recognize works of art, such as the Blue Boy, and a wide range of favorite stories and poems which will continue to operate forcefully in their lives.

Through a wide variety of experiences, children develop an awareness of the world around them

Even commonplace experiences can provide opportunities for children to develop a real awareness of the environment if there is encouragement to observe, question, seek solutions to problems, test ideas and discover relationships. As children become actively involved in the learning process, they begin to form concepts. Concepts serve as reference points which enable the individual to extend understandings, to organize knowledge that has been acquired so that it can be used in new situations, and to comprehend new ideas more readily. Attention to concept development is an important aspect of the educational process for all children, but it assumes great significance in the instructional program for children from impoverished environments.

The child from a depressed area lives in the midst of environmental factors which can impair or retard concept development. Poverty reduces the number of "things" that are available, and it is, therefore, impossible to experience, even visually, a wide variety of objects. Some children spend much of their early lives in the small, crowded space that is the family living area because they do not have the clothing to go outside or because it is feared that they may meet with harm on the busy, crowded streets. Therefore, experiences are further delimited. Reading materials are few in number or nonexistent in homes, reducing possibilities for vicarious experiences. What is not experienced in some way, will not be named or understood. Vague, nondiscriminating language is often used to refer to objects in the environment, so that children do not learn to attach correct names to objects or persons around them. For example, a mother requesting that a child put a shoe under a chair might say, "Put that thing under there." Many parents, due to inability to spend much time with their children or because of lack of knowledge about how children learn, do not help their youngsters become aware of facets of the environment. When environmentally impoverished children face learning tasks in school, they experience difficulties because they do not understand much of what is spoken by the teacher, their conceptual and language abilities are frequently so limited that they find it impossible to react to some situations in ways that are comprehensible to the teacher, and concepts involved in the "learning situation" are foreign to them so that content is meaningless.

The staff of the Early School Admissions Project is cognizant of the importance of concept development and attempts to relate the planning of learning experiences to concept formation. Concept development is considered an ongoing process that is an inherent part of every experience. However, many of the experiences that promote the extension of knowledge about the environment seem to be steeped in content drawn from the areas of science and social studies. Curriculum materials currently being used in the Baltimore City Public Schools have been consulted and concepts, which guide the planning of the instructional program, have been drawn from these materials.

The material which follows is not intended as a prescribed curriculum for preschool children. It is rather, a summary of some of the most significant experiences which have been developed with project children. The material is descriptive, rather than prescriptive. It represents an attempt to organize learning experiences in relation to concepts. For the purpose of this material, concepts are defined as broad ideas, understandings or generalizations which evolve as children experience many varied situations.

Science Content

Living Things

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
1. Living things have certain distinguishing characteristics.	Organisms reproduce, grow, and eventually die. Animals 1. Some animals are born alive and resemble their parents.	1. Animals, such as rabbits, cats, kittens, dogs, and puppies were cared for in the classroom and were carefully observed. One class bred guinea pigs. 2. The farm, the zoo, the pet store and the animal shelter were visited in order to observe animals and note characteristics. 3. An aquarium was set up to observe the reproduction of guppies. 4. Pictures and models of animals were classified according to species. Common characteristics and differing characteristics were noted. 5. Pictures and models of adult animals were matched with their young. 6. Films and filmstrips which depicted animals at different stages of development were seen and discussed.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	2. Some animals are hatched from eggs and resemble their parents.	An ant colony was maintained and observed.
	3. Some animals are hatched from eggs and grow to resemble their parents.	1. Chicken eggs were placed in an incubator, cared for and observed until hatching occurred. Chicks were cared for, their growth and changes in appearance observed. 2. Frog eggs were kept in an aquarium and the metamorphosis was observed. Changes in appearance were recorded by placing pictures in a chart holder. 3. Cocoons were kept to note metamorphosis. 4. Insects, such as the praying mantis, were examined and described.
	Plants New plants start in many ways	1. Seeds were planted and growth of plants was observed. (fruit seeds, flower seeds, vegetable seeds) 2. Plants were grown from roots. (carrot, sweet potato) 3. Bulbs were planted. (narcissus) 4. Grass seed was planted in a variety of media. 5, Pictures of plants were classified according to the ways in which they start.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		6. Seeds and bulbs were matched with corresponding plants or pictures of plants.
		7. Seed pods from various plants were observed and described. Children discovered which seeds could be carried by wind, air, animals or people.
	Living things survive in an environment because they possess adaptations which fit them for life in that environment.	
	Animals	
	1. Animals adjust to seasonal changes.	1. Children visited the park to observe squirrels getting ready for winter. 2. Stories, pictures, films and filmstrips were used to impart information about birds flying south and animals hibernating.
	2. Animals are adapted to live in different environments.	1. Children observed animals in the classroom, in pet stores, at the zoo and on the farm to note characteristics of animals who live in water, on land and in the air. 2. Visual aids were used to reinforce these observations.
	3. Animals have specialized structures for getting food.	1. Animals were observed eating.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	4. Animals have certain adaptations for protecting themselves.	1. Animals on the farm, in the zoo and in the community were observed to note how they protected themselves.
		2. The protective shell and the reactions of the turtle were observed.
		3. Stories, pictures, films and filmstrips were used to supply additional information about ways in which animals protect themselves.
	Plants	
	1. Plants adjust to seasonal change.	1. Where there were trees near the school, the appearance of the trees were observed at different times during the year. Changes were observed and described.
		2. Leaves from trees were preserved in autumn, again in spring and compared.
		3. Picture records were kept of trees at different times of the year.
		4. Deciduous trees and evergreens were observed and compared at different times of the year.
	Perennials develop buds during the growing season.	5. Buds were examined on the branches of different trees and shrubs.
	2. Plants live in environments that differ in the amount	1. On visits to the farm and to the parks, life was observed in ponds and in a stream.
		2. A greenhouse was visited.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		3. A terrarium was set up to introduce children to plant life in a selected environment. (woods, meadow) 4. Two like plants were grown in two different environments to watch the effect of light, water and temperature upon growth.
	4. Plants have adaptations for protection.	1. Cacti and roses were examined to note characteristics of spines. 2. Tree trunks were observed and compared.
Living things are interdependent	Living things are either helpful or harmful to man.	
	Animals 1. Animals provide man with food and clothing.	1. Markets (a fish market and supermarkets) and grocery stores were visited to observe foods derived from animals. 2. Stories, films, filmstrips and pictures were studied to derive information. 3. Pictures of food products were matched with the animal that was the source of the food. 4. Foods were prepared and eaten. (Examples — oyster stew, butter) 5. A visit to the farm provided an opportunity to see some animals, foods derived from animals and hear the farmer tell about them.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		and on the farm. 2. Stories and visual aids were used to extend this idea.
	3. Most birds are valuable because they give us pleasure and eat harmful insects.	1. Birds were observed in the community, at the zoo and in the park. Their appearances and characteristic sounds were discussed. 2. Birds were observed in a pet store. Pet store owner discussed them with the children. 3. Parakeets were cared for in the classroom. 4. The farmer told children how birds are helpful and harmful to him.
	Plants 1. Some plants provide food for man.	1. Many opportunities were provided to observe, name, describe, discover exterior texture, taste and smell a variety of fruits and vegetables. 2. Real fruits and vegetables as well as pictures of them were classified. 3. A visit to the farm, stories, and visual aids were used to discover how fruits and vegetables grow. (on a tree, on a vine, above ground, below ground, etc.) 4. Trips to markets, supermarkets and grocery stores enabled children to observe a wide variety of fruits and vegetables. (fresh, dried, canned, etc.)

		3. Fruits and vegetables were cooked and eaten. (applesauce, stewed pumpkin, etc.)
	2. Some plants provide beauty.	1. Plants were observed on the school grounds and in the classroom. 2. A trip through the community provided opportunities to observe potted plants in windows, a few small gardens, housing project recreation areas. 3. Trips outside of the community provided opportunities to note gardens, parks, greenhouse, and florists shops.
	3. Some plants are harmful to man.	Trips to the farm and the park led to need for information about poison ivy.
	Man's wise use and conservation of natural resources will ensure his continued existence and advancement.	
	1. Conservation of soil works to man's advantage.	1. Trips to the park and the farm provided opportunities to note erosion. 2. Different samples of soil were examined, compared, and described.
	2. Protection of wild animals and flowers is necessary.	1. Bird feeding stations were prepared and utilized during the winter. 2. Wild flowers were observed and discussed in relation to visiting the park and the farm.

Concepts	Ideas that Lead to the Developments of the Concept	Learning Experiences
1. Air is all around us.	1. Air occupies space.	1. Balloons, paper bags, and balls were inflated. Appearance was described before and after inflation.
		2. Glass bottles were inverted in water. Air bubbles were observed.
		3. Balloon was inflated, submerged in water and air allowed to escape. Air bubbles were noted.
	2. Air is invisible, odorless and tasteless.	1. As air from inflated balloon, bag or ball was released, it was directed against hands or cheeks of individual children.
2. Air moves.	3. Wind is moving air.	1. The actions of wind were observed — blowing clothes, flying kites, blowing hats, blowing paper, turning pinwheels.
		2. Children used a fan to move the air, to move a toy sailboat, to move paper streamers.
3. Air affects man.	4. Air can be both helpful and harmful to man.	1. Children observed that wind helps clothes to dry, sailboats to move, kites to fly.
		2. Pictures and observations revealed effects of storms. (tree limbs broken, electric wires knocked down, windows broken, etc.)

4. Weather affects man.	Changes in weather affect the activities of man.	1. Different kinds of weather were observed and their effects noted. 2. Children observed and recorded the weather with pictures. 3. Children listened to weather reports on radio and T.V. 4. Clothing that protects man from inclement weather was examined, discussed, tested and named. 5. Clothing for dolls and paper dolls was classified — clothes for a sunny day, clothes for a rainy day, clothes for a snowy day. 6. Dolls were dressed appropriately for the weather.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
Our Solar System is part of the Milky Way Galaxy	1. The sun is a source of heat.	1. Children stood in the sun to feel its warmth. 2. Children placed an arm or hand in the sunlight and noted the effect. 3. Water was allowed to set in the sunlight for a period of time. Children put their hands in it to note change in temperature. 4. Metal objects were placed in sunlight and changes in temperature were noted. 5. The effects of sun on ice and snow were observed.
	2. The sun is a source of light.	1. The children experimented with shadows. 2. The effects of sunlight on plants were noted. What happens when one side of a plant is constantly turned toward the light? What happens when a plant is kept in a darkened area for a period of time?

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
1. Heat causes changes.	1. Heat affects man.	Children noted in warm weather the effect of heat from the sun — perspiration, sunburn, feeling of warmth.
	2. Heat affects solids and liquids.	Children observed results when heat was applied to ice, sugar, water, paraffin. They noted changes in these same substances after cooling occurred.
	3. Heat energy sets air in motion.	Strips of paper were held over a cold, then hot, toaster. Results were noted and discussed.
2. Heat can be measured.	1. Thermometers are used to measure heat.	Attention was called to thermometers in relation to telling how warm classroom was, how cold outside air was and how warm the oven should be for baking cookies.
	2. Heat can be helpful or harmful.	1. Children visited the boiler room to observe the heating plant for the school. 2. Children stood near the heating units in the classrooms to become aware of source of heat. 3. Through cooking experiences, children became aware of use of heat in food preparation. They also became familiar with sources of cooking heat — stove, oven, toaster, hot plate, etc. 4. Children observed how heat from the sun and radiator assisted in evaporation in the drying of wet clothing.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		5. Incubators were used to hatch eggs. Use of heat in incubation was discovered. 6. Observation and use of stories and visual aids helped children to relate heat to destruction of material resources and property and consider ways in which heat can harm the body.
	Sound	
Our world is full of sounds.	1. Man makes different kinds of sounds.	1. Children learned to whisper, shout, sing, whistle, clap, etc. 2. Children identified sounds (actual or recorded) such as talking, whispering, singing, whistling, shouting, clapping, walking, skipping, running, etc. 3. Games were played which required players to close their eyes and recognize voices of classmates. 4. Recorded voices of classmates and other persons familiar to the children were heard and identified.
	2. Animals make characteristic sounds.	1. Visits to the farm, the zoo and the pet shop provided opportunities for children to learn to recognize characteristic sounds made by animals. 2. Children listened to sounds made by class pets. 3. Records such as "Sounds Around the Farm" (Scott, Foresman) and tape recordings of sounds made by class pets provided opportunities for listening to sounds characteristic of some animals.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	3. Sound comes from many different things.	1. The children listened to sounds in the room, in the hall, on the playground, from the street. Sources of sounds were discussed.
		2. Sounds made by toys were discussed.
		3. Children listened to sounds made by tools, office equipment, cooking utensils, machinery, etc. The sounds were described. Children tried to identify the sounds when the sources could not be seen.
		4. Records such as "Sounds Around the City" and "Sounds Around the Home" (Scott, Foresman) were used to provide additional listening — recognition opportunities.
	4. Some sounds are heard more frequently during certain seasons of the year than others.	1. When opportunities arose, children were guided to note sounds of lawn mowers, street sprinklers, car chains, wind, thunder, etc.
		2. Stories and poems relating to seasonal sounds were heard, discussed and related to personal and class experiences.
	5. Sounds can be useful.	1. Warning sounds were identified: horns, sirens, whistles, bells (telephone, doorbell, fire engine bell) shouting.
	6. Sounds can be annoying.	1. Interruptions to class activities by outside sounds were noted.
		2. Consideration of others was observed by: - playing "noisy games" outside - modulating voices when children were involved in a wide variety of activities.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		- modulating voices during lunch and snack conversations - closing classroom door when noise necessarily accompanied an activity.
	7. Some devices produce a sound called music.	Children identified and compared stringed instruments percussion instruments wood instruments brass instruments
Sounds are caused by vibrating matter.	1. Sound is caused by something moving rapidly back and forth.	1. Musical instruments were examined in efforts to ascertain "how they worked." 2. Children felt throats while talking or singing to note vibrations.
	2. Sounds can be made in many ways.	1. Children used rhythm instruments to note how sounds were made. 2. Activities such as tearing cloth, ripping paper, and hammering on boards were used to illustrate other means of producing sounds.
Sounds are different.	1. Some sounds are loud and some sounds are soft.	1. Children clapped, tapped, jumped or ran so as to produce loud, then soft sounds. 2. Rhythm instruments were used to produce loud, then soft sounds. 3. Radio, T.V., tape recorder, record player were operated so sound would be loud, then soft.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
		4. Instrumental music provided opportunities to note loud or soft musical phrases.
	2. Some sounds are high and some are low.	1. Musical instruments were used to note differences in high and low sounds. 2. Songs were heard and high and low parts identified.
	3. Some things that cannot be seen can be heard.	Children identified familiar sounds when source could not be seen. When possible, the child's opinion was verified by selecting the proper source and reproducing the sound.
	Magnetism	
Magnets have definite properties.	1. Magnets will attract certain kinds of matter.	1. Children used magnets to test a wide variety of materials and to note what magnets would attract. 2. After many experiences, children could select and classify those objects which magnets would pick up. 3. Children had opportunities to test the attraction powers of magnets through glass, wood and cardboard.
	2. Magnets will not attract certain kinds of matter.	1. Children used magnets to test a wide variety of materials and discover which materials were not attracted. 2. Materials not attracted by magnets were classified.

Concept	Ideas that Lead to the Development of the Concept	Learning Experiences
	3. Like poles of magnets repel. Unlike poles attract.	Children used varied kinds of magnets to explore polarity.
	4. Magnets come in different sizes and shapes.	1. Magnets of different sizes and shapes were examined and named. 2. Children explored relationships between size and strength of magnets and shape and strength of magnets.
	Social Studies	
Democracy respects the worth of the individual and promotes human welfare throughout the world.	1. The individual in a democracy has both privileges and responsibilities.	Children planned together ways to 1. use play space and equipment 2. use, care for and store work materials 3. store and care for personal belongings 4. care for the school building and grounds 5. assist one another in solving problems 6. help an individual who is experiencing difficulty
	2. Differences and likenesses in people are valued in a democracy.	Children discovered under guidance 1. physical likeness and difference among the group (size, age, name, skin color, etc.) 2. likeness and difference in ability (individuals can do some things well, need help with others) 3. likeness and difference in interests

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
		4. likeness and difference in family groups
	3. Every individual contributes through his thought and action to a democratic society.	Children began to 1. listen attentively as others contributedto group activities 2. react to ideas and suggestions of others
Understanding among the peoples of the world may be achieved through an understanding of self, of ones own cultural heritage, and the cultural heritage of others.	1. Differences among peoples of the world are reflected in a rich variety of values, customs, arts, religions, and languages.	1. Holiday celebrations familiarized children with symbols, customs, music and literature that are traditionally associated with the holiday. 2. Stories, poems, songs and visual aids, helped children become aware of the many ways activities were carried out by different people in relation to specific problems. 3. Sharing of personal experiences made it possible for children to view many customs prevalent in a given community.
	2. Man's individuality is influenced through contact and identification with others.	1. Children began to relate to individuals with whom they shared common interests. 2. Resource persons brought information to the children. 3. Letters of request, thanks, etc. were composed by the children and recorded by the teacher. 4. Children visited or were visited by other classes to tell about something, to hear about something, or to see something.

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
		5. Children visited places in and out of the community to obtain information.
Man influences and is influenced by his physical environment.	Man learns to use geographical features and natural resources to satisfy his needs.	1. Visits to places in and out of the community enabled children to become aware of the wealth of provisions man has made for securing food, clothing, shelter, recreation and transportation.
		2. Resource persons, stores, and visual aids helped children learn how man satisfies his needs.
		3. Classification activities, using objects or pictures, were developed to check children's understanding of sources of basic needs.
		4. Role playing and dramatization made it possible for children to assume the roles of producer, marketer, and consumer.
	Man must plan for the wise use of and conservation of human and natural resources.	Children under guidance learned to 1. care for personal belongings
		2. use work materials wisely
		3. care for play equipment
		4. care for the property of others
		5. care for school grounds and grounds around community buildings
		6. avoid vandalism

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
Man seeks to satisfy his changing needs and desires through work and invention.	1. People everywhere depend upon different kinds of workers.	1. Children observed in the school and community the kinds of work being done.
	2. Each worker and what he does is important.	2. Children talked with different workers to learn - what they do - how their work contributes to the community - the equipment needed for different kinds of work
	3. Each person has a responsibility for becoming a productive citizen.	3. Children used books and visual aids to reinforce or extend learnings acquired through actual experiences.
		4. Through role playing and dramatization children worked out interrelationships among workers and the community.
		5. Children learned names of equipment used by workers and classified pictures of equipment used by various workers.
		6. Children discovered ways they could cooperate with some workers: - follow directions and signals of crossing guard - conduct one's self politely on the bus - put trash in containers provided for it, etc.
	4. Man's ways of living are influenced by advances in transportation and increased skill in communication.	1. Children observed and identified kinds of transportation in and around the community.
		2. Resource persons, models, books, films and other visual aids helped children discover: - proper names for different vehicles - uses for the vehicles - how one method of transportation compared with another in relation to speed, comfort, expense and convenience

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
		- personnel necessary for operating and maintaining various modes of transportation. - role of passengers in mass transportation. 3. Role playing and dramatization enabled children to implement knowledges they were gaining. 4. Using varied art media, children produced graphic interpretations of experiences which permitted the teacher to assess levels of concept development.
Education is a way of achieving the goals of the individual and society.	1. Education is a responsibility and a privilege.	1. Children experienced the joys of coming to school as they - used varied materials and equipment - participated in new and interesting experiences - worked and played with others 2. Children learned to assume increasing responsibility for - arriving on time - attending - cooperating with teachers and classmates - caring for belongings, equipment, and materials
	2. Education is a continuous process.	As children learned about school and community workers, they were helped to understand ways in which workers continue their education in order to maintain job skills.

Concept	Understandings that Lead to the Development of the Concept	Learning Experiences
	3. Education for leisure time is necessary in our changing society.	1. Children were taken to the public library on a weekly basis for story hour and browsing time. Parents were encouraged to accompany children and to help them select books to take home. 2. Play activities were developed which required no equipment and could be readily carried out in out-of-school time. 3. As a result of trips, children and parents were introduced to community facilities which offered recreational activities.

Quantitative thinking is a natural and necessary part of many experiences.

Mathematical relationships begin to have meaning for four-year-olds as they count or use one-to-one correspondence to discover the answers to questions such as these:

> How many tricycles do we have? How many children may ride each one? How many children can ride at the same time?
>
> How many children can work at the finger paint table at one time?
>
> How many times did James pull the wagon around the room?
>
> How many beads did it take to fill the string?
>
> Who is tallest? Who is shorter than Noreen?

Understanding of ordinal uses of numbers begins to develop as children discuss problems like the following:

> Which book is first in the row? Which book is last?
>
> Who will take the second turn to slide?

Problems which need to be solved arise naturally as children work together.

> How many big blocks do we need to make the bridge?
>
> What is the nearest way to the mail box?
>
> How many cartons of milk do we still need?
>
> If Jane and Helen come to sit at this table, how many children will be sitting here?
>
> If Mark puts away three paint brushes, how many will still be on the table? Will that be enough?

Simple concepts of time and space begin to have meaning as children have opportunities to do these things:

> Mark birth dates and special days on the calendar; find out how many days there are until the special day arrives;
>
> Compare sizes of children, animals, buildings, etc.:
>
> Identify landmarks and use them as guides to find the way to and from school;
>
> Discuss the best locations in the room for toys, blocks, etc. Size and shape of the objects and the storage space need to be compared in order to reach a decision. Understanding of position enables children to state ideas more exactly in this instance.

Children are encouraged to learn and to use an accurate vocabulary in order to express ideas relating to quantitative relationships, time, space, position, or size. Records are kept of vocabulary that is being developed, and when faulty concepts or inaccurate language usage is noted, learning experiences are planned in order to provide opportunities for children to observe activities which present the concept correctly and hear language which describes the concept accurately.

A portion of each day is reserved for self-selected activity time. Twenty to forty-five minutes are reserved for this portion of the day, the amount of time used depending upon the time of year, the needs of the children and the overall schedule for the day. During this period of time, children engage in a variety of activities. They

work with puzzles, beads and other manipulative materials

use blocks and large play equipment

look at books

listen to recorded stories or poems

work together in the housekeeping area

talk to one another or to adults

listen to an adult read or tell a story

examine materials on the science table

observe and care for class pets

participate in water play activities

Children move from one activity to another as they wish, spending as much or as little time with an activity as their interests and needs require.

Materials to be used during self-selected activity time are changed periodically to care for maturity levels, interests and needs of the children.

This portion of the day provides opportunities for the teachers to engage in a variety of activities:

observe individuals in order to note
- interests
- capabilities
- needs
- behavior
- peer relationships
- language patterns

relate to a child who has a particular need

gather material for anecdotal records

talk with individual children

work with a small group of children in relation to a particular need

Learning activities usually develop as a result of deliberate planning on the part of the teacher. In one project center, the teacher noted that some of the children had discovered that pieces did not fall out of the magnetic puzzles when the puzzles were turned upside down. She felt these children were ready to explore properties of magnets, and that they needed to do so in order to understand why the magnetic puzzles were different from the other puzzles. The teacher asked one child to bring a familiar wooden puzzle to the area where the group was assembled, and another child was asked to find the "cat" puzzle, which was a magnetic puzzle. The teacher asked what would happen if the wooden puzzle were turned upside down. The children predicted that the pieces would fall out, and this was verified by having one child turn it over. Attention was then called to the magnetic puzzle, and the question was repeated. The children knew the pieces would not fall out, and they said the puzzle was magic. Pieces were removed from the magnetic puzzle, and the children examined the background of the puzzle, compared it with the background of the wooden puzzle, and discussed differences in appearance and texture when the background was touched. The puzzle pieces were examined to note the small magnet on the back of each, the magnet was named, several pieces were put in place, and individuals tried to shake them loose. A horseshoe magnet was introduced and children predicted what would happen if they tried to pick up puzzle pieces with it; they tested their predictions. The horseshoe magnet was named and the reasons for its name were discussed. The children then used the magnet to try picking up a pencil, a nail, and a piece of cloth. In each instance, results were discussed. The youngsters were then asked to work in small groups, and were given magnets and a variety of articles to test the action of the magnets. The teachers circulated among the groups, listening and asking questions. The magnets and objects remained in the room for use by the children during self-selected activity time.

The teacher hoped to help the children understand the principle upon which the magnetic puzzle operated, and hoped to guide the children to note that magnets attract some objects but do not attract others. In order to accomplish her purposes, she

utilized a meaningful, common experience to stimulate interest

provided materials that were appropriate for fostering learning

planned the activities so that thinking proceeded from the known to the unknown

planned the activities so that children could be actively involved and could use concrete experiences to make discoveries about magnets

The children gained knowledge and skills:

knowledge about a property of magnets through practical demonstrations initiated through a real problem

strengthened skill in observing, obtaining information, and evaluating information

language competence, i.e., ability to express ideas, make inferences and predictions, and test their hypotheses

Frequently a learning experience develops which has not been planned by the teacher. Children project questions, interests or ideas or call attention to objects or situations which provide opportunities for discovery and learning. The alert teacher utilizes these opportunities to explore new ideas or reinforce former learnings with youngsters. For example, during outdoor play, the children saw an area of ice and began to slide on it. Mark found a piece of ice that he said "was shaped like a sailboat," and he gave it to his teacher for a present. When the teacher asked where she should keep her present until it was time to go home, Mark decided that a tray on the science table would be a good place. After some time, Mark noticed that the "sailboat" was gone and only dirty water remained in the tray. Mark related his problem to the teacher and the children, and the following discussion took place:

Teacher: "What do you think happened to the sailboat?"

Children: "It went into water"
"It melted"

Teacher: "Why did it melt?"

Children: "It's hot inside the school"
"The room is too warm, ice melts when it's warm"
"Ice gets into water when it's warm"

Teacher: "How could we have kept the sailboat?"

Children: "We could put it in the freezer. It's too cold in the freezer to melt."

"We could keep it outside, the ice stays outside. I saw some."

The water from the melted "sailboat" was placed in a jar which was placed outside on the window sill. The children predicted what would happen to it.

The settlement remaining in the tray was examined. The children decided there had been "dirt" in the ice, and that it would be unwise to lick or eat ice found out-of-doors.

The next day, the children examined the jar that had been placed outside on the windowsill. They discovered that the water had solidified to form ice. This was verified by touching. Reasons for the change were discussed. Thermometers were used indoors and out to establish differences in temperature and verify location of cold air and warm air. The jar with ice in it was allowed to remain in the room, so that the children might have an additional opportunity to note the effect of temperature upon ice.

The children gained knowledge and skills:

Knowledge about the relationships of ice, temperature, and water through practical demonstrations related to a real problem strengthened skills in observing, obtaining information, and evaluating information

language competence, ie., ability to express ideas, make inferences and predictions, and test their hypotheses

The possible learnings in this situation are quite similar to those which were identified as possible learnings in the experience with magnets, although the one learning experience was child-initiated and the other, teacher-initiated.

The curriculum of the Early Admissions Project as described above is a summary of the major points of emphasis which were developed throughout the year in all of the centers. Activities have been isolated in order to identify their natures and purposes. However, in practice an activity is developed within the framework of a meaningful, ongoing experience. Any one activity, such as identifying a warning sound, will occur many times during the year, whenever there is a need for its incorporation in the program. The experiences, needs and abilities of the children will continue to determine the value and level of difficulty of the activities selected in building the curriculum, but staff members will make every effort to be cognizant of sound educational practices as well as developmental levels of children.

CHAPTER V

RECORD KEEPING

Record keeping constitutes a significant aspect of the work of the project staff, for growth of children cannot be ascertained adequately nor can decisions be reached concerning value of educational experiences unless adequate records are available. Records have been maintained in a number of areas.

Records Pertaining to Pupil Personnel

Each child screened for the project has a folder in which information is filed concerning results of his medical and mental examinations, his status in the project (experimental group, control group, back-up group excluded) and evidence of attendance and progress if enrolled.

Copies of the Pupil Personal History are retained in individual folders for children in each project center. This form contains recorded information concerning structure of the child's family, educational and occupational status of parents, and preschool experiences of the child. It can be helpful to staff members as they attempt to understand individuals, plan learning experiences, and prepare for home visits or parent conferences.

Other kinds of records are maintained to record progress and identify needs of individual children.

1. One index of growth included in the file is the Maturity Profile, An Evaluative Scale for Four- to Seven-Year-Olds. This device, developed by the Elementary Division of the Baltimore Public Schools, consists of thirty-one items which guide a teacher in estimating the level of maturity of a child in relation to various aspects of physical, mental, social, and emotional development. This device is currently being studied in order to develop a more consistent list of items to guide evaluation and to make the scale more definitive.
2. Check lists are maintained to indicate progress

in vocabulary and language development, number understandings, visual discrimination, auditory discrimination, and the use of materials.

3. Anecdotal records are maintained when there is a need to devote particular attention to the growth and development of specific individuals.

4. Samples of children's work are dated and saved in order to measure growth in ability to use a variety of materials, ability to express ideas using varied media, and levels of conceptual development as they are revealed by the creative efforts of children and accompanying recordings of the child's thoughts about his work.

Records of Educational Experiences

Since February, 1963, when the first Project Centers were opened, the teachers have attempted to keep records of significant learning experiences in which children have participated. A variety of methods have been utilized to summarize the instructional program.

1. Summaries for each day have been recorded, indicating the major activities that have taken place.

2. Detailed accounts have been recorded to describe the most significant experience which has been developed each day.

3. Tape recordings have been made as learning experiences occur. These tapes provide material which can be used

    - to recall experiences with children
    - to provide, in some instances, listening experiences for small groups or individuals (children or teacher telling stories, reciting poetry, describing how a new toy works; recorded sounds which form the basis for a listening game, etc.)
    - to identify language patterns or speech needs of children
    - to identify, over a period of time, growth in language use or speech patterns of children
    - to provide teachers with a means to evaluate their own language, teaching methods and techniques
    - to identify, over a period of time, levels of understanding in relation to a particular concept on the part of different children

4. Movies, still pictures, and slides have been taken during learning activities.

5. Vocabulary lists have been compiled. Concept development and language are closely related, and these lists assist the staff in determining whether language is being introduced that will facilitate and strengthen the development of accurate concepts.

6. The class activity log is maintained each day (See Chapter VIII - Research Studies).

7. Samples of children's work are retained with the date and the children's comments recorded on each sample. Comments serve, along with the sample, to indicate levels of concept development.

8. Records of trips and visits of resource personnel are maintained. This information is exchanged among staff members so that a wider range of enrichment experiences are made available to the children in each center.

Records of Staff Meetings

Outlines of the content of staff meetings have been recorded. In
ddition, the content of most of the meetings has been taped. This pro-
edure enables the staff to have transcriptions of the actual content of
ignificant sessions.

ecords of Parental Activities

Outlines of the content of group activities are kept on file with
opies of all materials that are distributed to parents. Attendance data
r each meeting is recorded, and names of parents in attendance are listed.
pe recordings have been made on several occasions when the content of
e meeting indicated that it might be valuable to record actual parent
sponses for future reference.

Major points of discussion are recorded for individual parent con-
rences and home visits.

CHAPTER VI

PARENT INVOLVEMENT

The Early School Admissions Project recognizes the importance of parental understanding of the values of education and is endeavoring to enable parents to assume greater responsibility for the education of their own children.

Parents of children who live in depressed areas are not always "school oriented." They may have been frustrated and unhappy in their own school experiences. Some of them sense limitations that have resulted from meager educational experiences and, as a result, find the school environment uncomfortable. Nevertheless, most of the parents of the project center children seem interested in the welfare of their children and hope that opportunities for education can be made available to them. The interest of these parents is evidenced by their willingness to:

1. Keep appointments for examinations.
2. Accept the responsibility for changing appointments when necessary.
3. Lose time from work to appear for examination appointments or meetings.
4. Accept the responsibility for helping children maintain regular attendance.
5. Care for physical needs of children to the best of their ability.

However, these are not parents who can be expected to gain either enthusiasm or insight through lectures, organized meetings, or other formal "student" activities which might demand an unrealistic level of scholarship and concentration. No effort has been made to conduct parent education classes in the traditional manner. Instead, parent activities have been informal, unstructured and meaningful. Planning for group activities is based upon concerns and questions that have been raised by the parents during home visits, informal contacts with staff members, or as an outgrowth of a school visit.

Parents have been involved in the work of the project in the ollowing ways:

1. They have discussed their children's growth informally with the teachers at the beginning or end of the school day.
2. Home visits have provided opportunities for rapport to be established between parents and teachers and have enabled staff members to gain an understanding of the environment in which the child grows and develops.
3. Individual conferences between parents and teachers have been held in the school.
4. Parents have visited the school to watch their children at work. Visitation may occur on the part of an individual parent or may involve groups of parents. The value of the learning experience is interpreted for and discussed with the parents.
5. Parents accompanied children on trips. For some parents, these trips constituted new experiences and introduced them to facilities in the community which they now frequent.
6. Activities were planned for the total parent group on the average of once a month.

One project center is located in a new school building. A meeting s devoted to acquainting parents with the new building so that they ght become aware of the facilities and ways in which both children and ults in the community may utilize them.

Several meetings have provided opportunities for parents to join their ildren for lunch. During these experiences, parents have been able to come aware of eating habits that are being developed, to note ways in in which teachers work with children to encourage tasting of new foods, eating whole portions, and eating dessert after the meal has been finished. Appropriate conversation and voice modulation can be noted by parents as they participate in the luncheon or snack experience.

The staff of one center learned that many children were not eating adequate breakfast or had no breakfast at all before coming to school. Time was devoted to helping parents become aware of the significance of breakfast, appropriate foods for breakfast, and foods which were nutritious, but which could be prepared with a minimum of time and effort. A group of parents assisted the children and staff to plan and prepare a breakfast which was served in the classroom for parents and children.

Group meetings have also been devoted to helping parents develop knowledge concerning child growth and development and ways in which they can help their children learn

- their names and addresses
- correct names for objects in the environment
- correct names for colors
- to speak distinctly

Throughout the year, teachers utilized opportunities to help parents evaluate the progress of their children. The following kinds of growth were identified by parents:

1. "Children know more. They can count, can tell stories, can talk about many things and they know many new words."
2. "Children take better care of things that belong to them. They put things away after they use them. They want a place at home to keep their clothes and the other things that belong to them."
3. "Children help younger brothers and sisters to learn to speak, to sing, to play games and to tell stories."
4. "Children get along better with other children."

5. "Children know how to get to different places in the neighborhood. Before they came to school they didn't even know the places were there."

Parents of children who had been in the project centers during the 1963-1964 school year assisted staff members during the examination sessions in June and July, 1964. They

- contacted parents to remind them of scheduled examination appointments.
- went to homes to get parents and children who failed to arrive for their appointed examinations.
- greeted parents as they arrived with children to keep appointments. During the examination sessions, they assisted parents and children to move from one activity to another, helped them to find comfortable waiting space, helped children to locate crayons, paper, etc., to use while they waited, and assisted the nurse in weighing and measuring children.

Their assistance greatly facilitated the operations which constitute examination sessions and conserved the time of staff members.

During the 1964-1965 school year, some mothers will serve as volunteers and substitute volunteers. These are mothers who have assisted the teachers during trips, cooking experiences and other acitivities. They relate well to children, to adults in the community and in the school, and are interested in the opportunity to work with the children. It is felt that their understanding of young children will grow and that they will provide channels for communication between the community and the project centers.

CHAPTER VII

INVOLVEMENT OF VOLUNTEERS

The staff of the Early Admissions Project is augmented by a corps of volunteers who work one day each week in a given center. During the school year 1963-1964, volunteer staff members made invaluable contributions to the work of each center. The volunteer was "an extra pair of hands" to assist the staff with routine duties such as organizing materials, helping children with dressing and toileting, and assisting with routines of snack, lunch, and play periods. Moreover, each volunteer brought to the center abilities and skills that extended experiences for children. Through their interests and efforts, children became acquainted with a variety of musical instruments, innumerable pets, a wide range of literature, samples of plant life that would otherwise have been unavailable to them, and toys and objects that extended concepts that were being developed. Frequently volunteers identified worthwhile trips related to learning experiences or assumed responsibility for arranging visits by resource personnel. Purposeful materials were added to classrooms as a result of alert sensitivity on the part of volunteer workers. Perhaps the most significant aspect of volunteer assistance was the warm, interested contacts developed with individual children. The volunteer listened to and conversed with children who, in some instances, had experienced very limited verbal contacts with adults. Children who were extremely withdrawn at the beginning of the school experience often began to participate in group activities due largely to the efforts of an interested volunteer. This deep interest in individuals enabled some volunteers to maintain anecdotal records.

The personal interest which help children and parents develop self-esteem was perhaps the greatest contribution of the volunteer staff members.

A post card for each child with a personal message from a volunteer who was out of town; a spring flower for each child to keep from the garden of a volunteer; toys from children who had outgrown them; personal greetings for a parent when she arrived with her child and a comment which evidenced sincere interest in the child and his progress. These may seem to be little things, but when a family never receives mail, when there are no spring flowers in the neighborhood, when mothers hear only complaints about their children-then, these little things implant interest where none existed, create pride to replace despair and give purpose to life. Dedication and a deep sense of responsibility characterized the work of the volunteers and enabled them to make outstanding contributions to the Early School Admissions Project.

CHAPTER VIII

RESEARCH PROJECTS

Research studies are being conducted by personnel from the Department of Maternal and Child Welfare of the Johns Hopkins Hospital and the Institute for Child Study, University of Maryland. These studies are approved by and conducted in conjunction with the Bureau of Research, Baltimore City Public Schools.

Research Study No. 1

Evaluation of Project Helps Instructional Program on The Physical and Emotional Health of the Project Pupil

Dr. Oscar Stine
Dr. John Saratsiotis
Department of Maternal and Child Welfare
Johns Hopkins Hospital

Research Study No. 2

Development of Activity Log Form

Dr. Richard N. Brandt
Institute for Child Study
University of Maryland

Research Study No. 3

The Effect of the Early Admissions Project on Selected Cognitive Factors

Dr. Richard M. Brandt
Dr. David G. Kyle
Institute for Child Study
University of Maryland

Research Studies

Research Study No. 1

I. Title

Evaluation of Project Helps Instructional Program on the Physical and Emotional Health of the Project Pupils - Dr. Oscar Stine
Dr. John Saratsiotis - Department of Maternal and Child Welfare
Johns Hopkins Hospital

II. Brief Statement of the Problem

Children from depressed areas of the city have been observed to have progressively less success in advancing school years. A salient characteristic of these areas of the city is absence of influence of aesthetic, intellectual, and social cultures represented by the curriculum and the teachers. This absence is experienced in a variety of ways. Infants are the source of amusement and satisfaction to the mother in the first year of life. At the time of their acquiring the ability to walk, talk, and to express negatively, they are left to their own resources for play and learning. Parents do not usually talk or converse with their children; they call them or correct them for basic needs of food and safety. Often the parents are not prepared to read to the children, to take them for instructive walks or trips, or even to participate in their play. The children are apt to be "put" in a yard or room while the adults are in another area. The homes rarely have newspapers, magazines, or books. If there are toys, they have little value in the encouragement of abstract reasoning. Radio and television are usually present but participation of adults with children and purposeful seeking of educational programs are probably rare. The result of some of these phenomena include: slow language development, resentment or exploitation of authority figures, slow development of abstract thought, but normal motor development.

These same areas may also be characterized by adverse processes in every area of health. Mortality rates are higher for all age groups. Acute and chronic infectious diseases and accident rates are higher. Complications of pregnancy are more frequent. Nutrition is poorer. Indices of social disorganization such as illegitimacy, mobility, delinquency, and crime are higher. The frequency of psychotic mental disorder is higher. For the children, these mean absence of parents, changes in parents, greater frequency of injury to the central nervous system, less strength, more illnesses with less care, stressful and threatening relationships with persons around them, as well as uncertain and inconsistent reactions to their needs or desires.

In health, the rates of growth and/or rates of maturation of physiological systems are more rapid than in disease. They tend to reach a maximum rate for the potential of the individual. Disease, disorders, deficiencies, wear, and injury may retard rates of growth for one system specifically or for the organism in general. These processes may distort the patterns of maturation so that one system is stimulated secondarily to compensate for the failure in development of another. This last phenomenon is an expression of the fact that an effect on one part of an organism has consequences on other parts. Although compensation appears at an increased rate of development in one system, this may be at the cost of decreased rates of development of other systems. When multiple systems are studied, their average development under stress tends to be depressed. Improved nutrition, absence of disease, happy social relationships and mental attitude of interest may be expected to increase the average rate of development of multiple systems.

There is no single device for measuring the health of an individual. In children, measurements from multiple systems may be described over a period of time. The sizes of the increments in the multiple systems for an individual may be compared with the average for the group. Greater than average increments should be seen in those individuals who are experiencing the greater degree of health or the less disease, disorder, deficiency, wear, and injury.

The early school admission of children from depressed areas of the city should specifically aid language development and abstract thinking. It should provide a pleasurable emotional experience and new opportunity for development of social and intellectual ability. These improvements should have a favorable influence on the measurements of developing physiological systems. If there is also an effect upon food supplied by the home or if stressful conditions in the home are relieved by use of medical or social resources, then the average increments over a given period of time should be even greater.

An occasional phenomenon of disease is the occurrence of nonfunctional adaptation or vicious cycles. The milk-fed child becomes deficient in iron; the iron-deficient child is irritable and will not accept solid foods; the sympathetic parent gives more milk, is deceptively pleased that the child is healthy because he or she is fat; the child becomes progressively more anemic and more irritable.

Another phenomenon in the family with multiple problems is the aggravation of one problem by another. Unsuccessful adaptation to one circumstance may aggravate other problems. Loss of employment may lead to more arguments between parents or anger expressed toward the children or decrease in food or to poorer housing with dangerous heating systems and treacherous stairways, or to decreased ability to obtain medical care for disease.

The opposites of these phenomena occur in normal development. Successful adaptation prepares the child to deal appropriately with the next task. A skill can reinforce good physical condition, better psychological responses and happier social relationships.

Early school admission should help children change a nonfunctional adaptation to a successful one or help their family to reinforce the children's abilities rather than aggravate their problems. Such an experiment in service would have its effects on a dynamic system. If help will achieve a successful adaptation or reinforcement of abilities, it must be carried out with accurate diagnosis of specific defects and specific skills of individual children and families. Since these individuals will have multiple needs, social and medical services, as well as education, must be a part of the design of the experiment. The coordination of these services must not depend upon the organizational ability of the project children.

III. Stated Hypotheses

1. Project HELP will have a measurable, favorable effect upon the health of children participating in the experimental program.
2. The Early School Admissions Project will accelerate the physiological maturation of children participating in the experimental program.
3. The Early School Admissions Project will have a measurable, favorable effect upon the emotional reactions and upon the interpersonal behavior of the participating children.
4. It is expected that the families of the project children have a high incidence of emotional problems, a high incidence of physical illnesses in other family members, high frequency of social problems as well as difficult economic problems. These conditions in the family usually have a deleterious effect on the health, physical, and emotional development of the child. Since generalized public health nursing is the most acceptable service for case finding, referral to community

resources, and coordination of medical and social programs, the intensive use of public health nursing in a sub-sample of the study group would increase the observed differences between the study group and control group in the measurements of the above hypotheses.

A. Objectives

1. In regards to hypothesis #1 the objective here is to increase the physical health in specified, demonstrable ways. A second objective in regards to hypothesis #1 is to decrease the frequency of health defects.
2. Hypothesis #2 reflects the aim that physiological growth can be accelerated through an educational health program.
3. Hypothesis #3 reflects the goal that through education the aggravated emotional reactions of the project children can be ameliorated and that the interactions of such children with their peers, parents, and other adults can be guided into constructive and away from destructive channels.
4. Hypothesis #4 concerns itself with the goal that public health nurses can through education, indoctrination, or proper referral create a favorable emotional climate in the home which will be manifested in the behavior of the experimental group children.

B. Questions

The following questions pertain to hypothesis #1:

1. Will the experimental group be heavier than the control group children?
2. Will the experimental group be taller than the control group children?
3. Will the experimental group have greater skin fold thickness and muscle mass than the control group?
4. Will the experimental group have higher hematocrits than the control group?

5. Will the experimental group children's pulses return to normality faster after strenuous exercise than the control group?
6. Will the experimental group have less frequency of correctable surgical defects than the control group?
7. Will the experimental group have less observable nutritional defects than the control group?
8. Will the experimental group have fewer health defects arising from accidents during the year than the control group?

The following questions pertain to hypothesis #2:

1. Will the experimental group have greater dental development than the control group?
2. Will the experimental group mature more physiologically in regards to bone age and bone development than the control group?

The following questions pertain to hypothesis #3:

1. Will the experimental group have more friends than the control group? Make friends more easily? Have more best friends? Have more friends call for them? Have more amicable relations with peer groups?
2. Will the experimental group children tell more lies to protect themselves and their peer groups more than control children?
3. Will the experimental group children be more generally cooperative with respect to daily needs than control group children? Request more attention, more amusement? Be less fussy about foods? Be less likely to wet the bed? Have fewer night problems?
4. Will experimental group children exhibit less "rocking behavior" than control group children? Walk with better coordination? Have less accidents? Stutter less? Speak more distinctly? Suck fingers

less? Masturbate more covertly? Have greater curiosity about childbirth?

IV. Brief Review of Related Research

While a wealth of research work on the subject of mental and physical health exists, the fact probably remains that a vast array of fascinating facts has been generated but that no unifying themes or principles have emerged to tie these facts into a meaningful conception. The relationships between sensory deprivation and physical and mental health are phenomena only now really occupying the attention of qualified researchers. In fact, such relationships of ego development and the educational processes have only now begun to be identified and described. Frank Reissman's study, "The Culturally Deprived Child," while of general interest provides too little information on the preschool culturally deprived child to be of great use here.

Much research has been undertaken in the area of cultural and social factors, as such, affect mental health. Kohn's study, "Social Class and the Exercise of Parental Authority," in the June 1959 issue of American Sociological Review should provide a reservoir of useful ideas for Project HELP study, particularly as family influences affect the mental health of children. The role of siblings and peers, or ordinal position, has long fascinated behavioral scientists. Of interest in this area is Sampson's study, "Birth Order, Need Achievement, and Conformity," Journal of Abnormal and Social Psychology, February, 1962, who found that first-born peers showed a higher need for achievement and that first-born females showed greater resistance to influence than their later-born counterparts. Unfortunately, one need not examine for long the research studies in the area of mental and physical health to learn that a dearth of research exists in regards to culturally deprived children.

V. Procedure

A. Research and Sample Designs

As indicated in the original research proposal, four Project HELP Centers, school-related, will be operated. These centers shall be located in low socioeconomic neighborhoods. Of course, children will probably be excluded from participating in the project if they exhibit recurring or chronic disease that could produce excessive absences from the educational program. Examples of chronic diseases are asthma, tuberculosis, and nephrosis. In addition, physical disorders that might severely restrict the child's learning experiences such as blindness, inability to respond to voice commands, neurological disorders, mental retardation, cerebral palsy, and nonambulatory disorders shall be causes for exclusion.

This research study shall utilize as its sample the 120 experimental children and the 120 control group children. Since the project will operate for a period of 3 years, a total of 720 children is involved. In addition to the assessment of measurements in regards to experimental versus control children, studies shall be made of differences in experimental children having a half-day in contrast to a full-day program. It is expected that half-day center staffs will emphasize parental and community interactions with their Project HELP Centers. Because the project runs for 3 years, opportunities to make one-year, two-year, and three-year studies will be available to study the effect of varying lengths of treatment. It is expected that measurements for these children will continue to be made throughout the elementary school years.

Personnel required to conduct the experiment include a physician, a nurse, and a volunteer. The physician shall be responsible for admission examinations and consultations with nurse and teaching staff. The admission examinations are estimated to require 40 half days and the year-end physicals about 30 half days. Consultative time will probably take about 40 half days. It shall consist of weekly meetings with nurses and staff at the intensive nursing centers and monthly meetings at the other two centers.

The Project HELP Center nurse shall be responsible for health histories, evaluation of family nursing needs, follow-up home visits, health education visits, referral visits and teacher-nurse conferences.

Volunteer helpers shall be available for the duration of the September and June year-end examination periods. They will be trained to record certain physical health measurements and other clerical duties as directed by nurse or physician.

B. Data Collection

Physician, nurse, and volunteer helpers are responsible for the accumulation of physical and emotional data needed to conduct the study.

In a structured interview, the public health nurse shall amass information on prenatal events, medical care and bodily systems. Such information as the following needs to be collected if a successful clinical evaluation of the child is to be assured: time of initiation or prenatal care, complications of pregnancy, maternal age, parity of mother, place of delivery, type of delivery, complications of delivery, birth weight, and illness in the neonatal period. Basic information related to medical care will include source of medical care and immunization record. Information on bodily systems will include indices of normal hearing, handicapping conditions requiring physical aids, allergic history, skin problems, respiratory system, and gastrointestinal system. Additional information on genitourinary system and central nervous system will also be collected in the health examination interview. With respect to the central nervous system, data will be secured on communication, motor system, hyperactivity, cerebral dysrhythmia, and cerebral concussions. Bodily systems should be summarized in terms of severe illnesses, operations, and sources of concern by parents. History of child accidents shall also be secured, particularly accidents producing sequelae and the number of accidents per year. Finally, the child's nutritional history shall be recorded for a 24-hour recall of food intake. Monk's and Lapouse's Inventory of Behavior shall be administered.

The physician shall be responsible for the accumulation of information on the full physical examination including neurological, measurement of skin fold by calipers, hematocrit—capillary blood method, general evaluation of nutrition and posture, and for the general evaluation of muscle mass at medial border of the scapula and at the greater trochanter of the femur.

The Volunteer Helpers shall be responsible for obtaining child's weight in underwear, height without shoes, count of erupting and erupted teeth, and pulse rate after standard examination.

A radiologist shall be responsible for securing a radiological film of the wrist bone for age.

C. Questionnaires and Data Collection Instruments

See Appendix - Research Design for Evaluating Project HELP - March 15, 1963

D. Analysis of Data

The evaluation of emotional and physical health research study may be likened to a "before" and "after" sociological research design. Here the attempt is made to measure the improvement in physical and emotional health of culturally deprived children, one, two, and three years later of social forces set in motion by an educational nursing consultative program. Although control and experimental groups are studied, no procedure has been developed to test the normality of these groups with respect to cultural deprivation measures in the total culturally deprived population. For this reason various differences of means tests shall be utilized to analyze the data of this study. It is also hoped that the statistical methods of factorial analysis might be used. Because of the numerous physical and emotional factors generated, the hope is that the number of these factors might be reduced without sacrificing any significant fraction of the information developed.

E. Time Schedule

1963, May - June	Physician and nurse conduct physical examinations. Secure requisite data Group 1.
1963-1964, September - May	Physician and nurse conduct weekly and monthly meetings.
1964, May - June	Physician and nurse conduct physical examinations, Group 2. Secure needed repetitive data from Group 1 children.

It is expected that the same time schedule for 1964 Group 2 children and 1965 Group 3 children shall be followed.

Except for longitudinal studies, this study shall be completed in June of 1966 and the final report prepared and written by January, 1967.

Research Study No. 2

DEVELOPMENT OF AN ACTIVITY LOG FORM

Dr. R. N. Brandt, University of Maryland

Problem

Although many definitions of curriculum persist, one of the most comprehensive, succinct, and widely used descriptions of curriculum is "the sum total of the learner's school experiences." Further refinement is needed to make this definition operational, however, because school experiences have many dimensions. The selection of dimensions to include techniques for recording data in respect to these dimensions represents a crucial phase of any attempt to describe a given school program such as that being developed for Project Help.

The present proposal, therefore, is to develop a comprehensive, yet easily used, form for the Early Admissions Teaching Staff to utilize in recording the daily activities which make up the school program.

Need for the Form

The need for adequate descriptive data on any school program is all but self-evident. Without such information how can one program be compared with another? How can successful teaching efforts be duplicated and unsuccessful ones eliminated? How can proper materials and equipment be supplied? How can parents' questions be answered? Especially is such information needed in the Project Help centers, which have few traditional curricula guidelines.

Although many techniques exist for assessing phases of a school program, they all have limitations. Sound motion pictures give an excellent portrayal of particular lessons but are too costly for any extended usage; and, presumably, the Project Help children will develop as a result of all their school experiences, not just the limited few which a camera might capture. Motion pictures, as well as tape recordings and anecdotal recordings, present the additional problem of data quantification, which has only burdensome and therefore expensive solution.

Anecdotal recording by an adult observer, a masterful technique for training adults to understand children, is likewise limited as a research tool, because too much vital information is missed; details which appear in one anecdote are left out of the next. For adequate research data from this type of recording, highly trained observers must concentrate on one person at a time as Barker, Hughes, and Bowie have done; again a very expensive and time-consuming process.

Although lesson plans would seem to hold promise as devices for describing the curriculum, too often plans do not materialize as they are intended and represent instead a grossly inaccurate picture of what children really experience at school.

What then is needed is a form for logging daily—systematically and in quantifiable ways—the activities in which the children engage. Although such logs could not be used to give the full curricular picture, they would permit answers to such questions as what specific activities did children engage in and how much time was spent in each activity during the year.

More importantly, activities can be grouped along various dimensions. Some are primarily motor activities (gross or fine); others are more verbal-oriented, requiring both talking and listening roles for the learner. Some permit or require mobility around the classroom; others are primarily sedentary. Some are highly teacher-structured; others permit considerable pupil freedom in what to do and how to do it. The logs should be developed to include simple notation of several such dimensions. It will then be possible to describe classrooms in terms of types of activities and proportion of time spent in each.

Basic Assumption

The school day is divided by the teaching staff into a finite number of different activities (e.g., self-selection period, rest period, cleaning-up time, art period, etc.). If activities are considered on such a gross basis, they can be readily identified, classified on major dimensions, and timed. When considered in molar terms, they are relatively discrete with respect to each other, i.e., they have beginning and an end.

Criteria for Activity Log Form

1. The form lists major types of activities in which children engage while at school (with some provision for amendment and modification as new activities are added).
2. The form requires time spent in each activity type to be entered (to closest 5 minutes).
3. The form organizes data so they can be readily transferred to IBM cards for processing.
4. The form is so designed that activities or activity types are readily identifiable with a minimum of training and a high degree of observer reliability.
5. The form is simple enough to require only a few minutes to fill out by teachers or teaching assistant.

Procedure

1. The investigator proposes to act in the role of observer in each of the Project Help classes, empirically listing the activities which he sees children participating in and conferring outside of class with the teaching staff in an attempt to delineate types of activities and major dimensions for classification.
2. He will develop preliminary forms and accompanying written directions for filling out the forms.
3. He will try these forms out in each classroom, first by himself and later with other adults, making modifications where necessary.
4. Reliability checks will be made on final forms using two observers recording simultaneously. The form and instructions would be revised until agreement prevails at acceptable levels.
5. He will indoctrinate the teaching staff (including teacher assistants) in the use of the form.

6. If desired, he will assist the Baltimore research staff in making a descriptive analysis of each of the classrooms after the teaching staff will have collected information with this form for one month.

Schedule

The observation, consultation, and development of the form (steps 1-5 above) would be completed by Christmas, 1963. The teaching staff would begin to utilize the forms in January, 1964, if they were acceptable to the Baltimore School Administration. The analysis of one month of data (step 6) could be completed in February, 1964.

Final Statement

With the development of such a form and its ultimate use, several questions basic to the whole Early Admissions Project might better be answered. For example, Riessman's contention that curriculum differences are less important than mere concentration of attention on the culturally deprived child is open to challenge through such an instrument.

Research Study No. 3

THE EFFECT OF THE EARLY ADMISSIONS PROJECT ON SELECTED COGNITIVE FACTORS

Dr. Richard M. Brandt
Dr. David G. Kyle

Problem

Significant differences exist between the cognitive products of children from limited environments and those of children from more favored communities. Even as early as kindergarten and first grade, contrasts can be found in such measurable attributes as reading readiness and speaking vocabulary. By the time the upper grades are reached beginning defferences between children of limited and favored environments have become even more pronounced through the snowballing effect of success or failure with school tasks. Therefore, if the tide of cognitive retardation from cultural deprivation is to be stemmed, work must be started early. This, of course, is the purpose of the Baltimore Schools Early Admissions Project. If affords real hope that cognitive development can be enhanced before the forces of environmental deficiency take charge of the otherwise budding intellect.

But what are the basic origins of problem solving, reading, and other intellectual abilities whose ultimate development is the basic purpose of the Early Admissions Project? A greater knowledge and experience repertoire is one rather obvious advantage which many middle class children possess. By the time they begin school, such children have been to more places, heard and seen more things, and especially had more contact with written and spoken words than most lower class children. For these reasons, some authorities claim, they do better in their beginning school work. Acting on this assumption the school's task with the culturally deprived child is first to fill this vacuum with stories, new words, and a breadth of new experience.

Recent work, especially at the Fels Research Institute, suggests, however, that other factors may contribute equally or even more importantly to cognitive development. Specifically, two factors have been identified as related to how children process incoming information. One is the degree of stimulus analysis that precedes initial coding, and the other, the degree of reflection attendant upon classification and hypothesis selection. On these two factors there are wide individual, age, sex, and possibly cultural differences among children and adults.

More precisely, the reflection factor refers to the degree to which a child considers alternative classifications of a stimulus or alternative solution hypothesis in situations in which many response possibilities are available simultaneously. Some children impulsively report the first classification that occurs to them or implement the first solution sequence that appears appropriate. In contrast, more reflective children characteristically delay before reporting a classification or solution hypothesis. "They actively consider alternatives available to them and evaluate their differential validity. The reflective child behaves as if he cared that the first response be as close to correct as possible." (2; p.3)

The other factor, called visual analysis, "describes the child's tendency to analyze complex stimuli into their component parts. Some children fractionate a stimulus into small subunits; others label and react to a larger stimulus chunk." (2; p.3)

Test scores of both factors tend to show generality over numerous tasks, stability over time, and relative independence with each other and with verbal intelligence (as traditionally measured by the WISC). Developmentally, reflection tends to increase with age and visual analysis patterns also change. (1) Boys seem to be superior to girls in certain analytic tendencies. (2, 3, 4)

Reflective and analytic tendencies seem to be related also to a wide range of general behavioral characteristics. Seven- to ten-year-old boys, for example, who reported many analytic concepts on a conceptual Style Test were "less distractible in the classroom, less likely to display task irrelevant gross motor behavior on the playground or in a restrictive laboratory setting, and less likely to report impulsively incorrect solutions. They were more likely to become involved in sedentary tasks requiring long periods of concentration, more likely to prefer intellectual vocations that require motoric passivity (e.g., scientist, writer) and typically produced more complete drawings of objects." (2; p.13) It would appear, therefore, that young boys who prefer analysis concepts (i.e., more analytically oriented to stimuli) are more capable of sustained attention to visual inputs than less analytic youngsters. The impulsive child, in contrast to a reflective one, is more likely in a classroom situation to spew out the first reasonable idea that comes to mind when questions are asked and therefore to be wrong more often. The more he is wrong the more anxious he is likely to become in problem-solving situations until he may gradually withdraw involvement and become either apathetic or hostile toward intellectual tasks. Among first-grade children, furthermore, a strong positive relationship (r=.47) was found between impulsivity and errors in recognizing three letter words (i.e., big, dog, nap), even though correlation with single letter errors was only .19. "It appears that the tendency to read log for dog, and cat for pat, or eat for ear is related to a disposition toward impulsive selection of hypothesis, even when the child has mastered the individual graphemes of the language." (2; p.19) Correlation of reflection and analysis scores with reading in the second through fourth grades produced Pearson coefficients of approximately .30 and .40 respectively. A multiple correlation coefficient based on these two factors plus WISC verbal scores accounts for about 70% of the variance in reading achievement. Some indications exist, furthermore, that these tendencies are at least partially trainable, if instruction is begun early enough (private correspondence with J. Kagan).

The basic hypothesis of this proposal is that the relative lack of success of culturally deprived children with school tasks is related to inferior reflective and analytic tendencies, which in turn will be significantly developed through participation in the Early Admissions Program.

NEED FOR THE STUDY

As of now, research on reflection and analysis dimensions has been confined primarily to middle class children (and adults) of school age. Their earlier origin, however, is clearly indicated both by preliminary testing of simplified versions of some of the instruments with younger children and by the fact that relative stability of these traits is already apparent among kindergarten and first-grade children.

Several features of typical lower class home and community life provide the hint that these cognitive tendencies probably are not as well developed in the Early Admissions Project children as in their middle class counterparts. A relative lack of home schedule for eating, sleeping, and other activities indicates more spontaneous living patterns. Fewer rules and less supervision from adults should lead to more impulsive and less inhibited behavior from the children. Under such conditions, there is less need to inhibit behavior impulses and to develop controls which are normal for other children. There is less need to plan ahead and postpone immediate satisfaction for long-range goals. Emotions and actions in general are much more impulsively and freely expressed, then forgotten, in the typical lower class home, so that behavioral models the child identifies with suggest little need for reflection and careful analysis before acting. In addition, material stimuli are relatively limited so that the lower class child is not as often forced to compare and contrast in his daily living various trousers, shoes, toys, and other objects. The supply is more limited and with it the opportunity for careful analysis of object details. Fewer problems exist in object classification and solution hypothesis, mainly because the alternatives are limited. In short, the lower class child is much less likely to have developed his reflection and analysis tendencies at home as is the middle class child by the time he starts to school.

The need to test the above theory and see how much the effect the Early Admissions Project has on these budding tendencies seems especially promising.

SPECIFIC HYPOTHESIS AND TEST DESIGN

1. Children who exhibit greater reflection and analysis tendencies will be more successful in later school performance.

    Design: Reflection and analysis scores obtained both before and after participation in the Early Admissions Project will be correlated with

    a) Kindergarten rating profiles (properly transformed into developmental score form),

    b) First-grade reading readiness scores,

    c) End of second-grade achievement test results.

2. Children who participate in the Early Admissions Project will exhibit greater reflection and analysis tendencies in kindergarten than their controls. Corollary: There will be a significant difference in favor of full-day participants when compared with half-day participants.

    Design: Mean differences will be compared, using the t-test, of experimental and control children's performance on the reflection and analysis measures obtained during the admissions screening period and again when all children enter kindergarten.

3. Middle class nursery school children will be superior in reflection and analysis to lower class culturally deprived children. These differences will be most marked at the beginning of the year and will decrease significantly for those participating in the Early Admissions Project.

   Design: Mean differences will be compared, using the t-test, of all children screened for the Early Admissions Project, and a sample of four-year-old, middle class pupils entering nursery school. Mean differences will be compared for the same groups of children at the beginning of kindergarten.

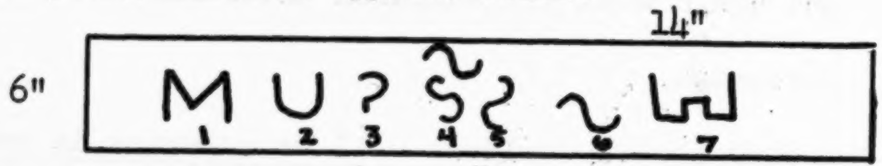
4. Reflection and analysis are relatively stable cognitive attributes established not later than the beginning of kindergarten and will tend to persist into the primary school grades.

   Design: Reflection and analysis scores at the beginning of kindergarten will be correlated with similar scores obtained in the first and near the end of the second grade.

PROCEDURES

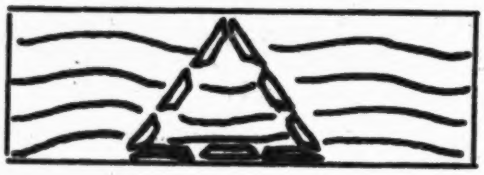
For testing the dimensions of reflection and visual analysis two assessment techniques of those utilized in previous research with older children seem to hold most promise for use with culturally deprived four- and five-year olds: Kagan's "Delayed Recall Test" (hereafter referred to as the Design Recognition Test) and a "Figure Ground Test."

A sample item from the Design Recognition Test as it has been modified for use with young children appears below:



The child is asked to indicate the "picture" in the row of pictures that corresponds to the "picture" on the top. The time he takes from first seeing the picture to making a response is the major measurement utilized in scoring the reflection-impulsivity dimension. Also, a record of errors made is kept, since errors are negatively correlated with response time. Two sample items and twelve regular items make up the reflection test.

For measuring visual analysis the child is asked to associate three colors with three different designs. Each design contains different background, figure, and element components, e.g.



After the child clearly demonstrates that he associates the right color wi a given design in nine consecutive responses, he is given a transfer task of associating these colors with only part of the original picture (i.e., figure, background, or element). The higher number of correct associations indicates the greater amount of visual analysis in the original learning.

Both tests must be given individually. Administration time for the Design Recognition Test is approximately ten minutes and for the Figure Ground Test, twenty minutes per child.

SCHEDULE OF PROCEDURES

The research is conceived as organized into two phases: (a) the pilot-developmental phase and (b) the formal research phase.

a. Pilot-Developmental Phase

1. Fall, 1963 Selection and modification of the most promising

reflection and analysis measures for use with culturally deprived four-year-olds.

2. February-March 1964 Administration of both measures to 30-36 four- and five-year-olds at the University of Maryland nursery school. Further modification of tests, if necessary, and repeat administration with another tester of University nursery school children for reliability check.

3. March-May 1964 Design Recognition Test and Figure Ground Test administered in two Early Admissions Project schools (approximately 65 children).

   Alternate forms of the Figure Ground Test will be employed in a retesting of children after a 4 week interval to determine the effect of practice on subsequent performance.

   Note: In addition to developing test materials and procedures for later use in the formal research phase of the project, data gained from the above steps would allow for tentative testing of Hypothesis 3 For both preliminary and formal testing of Hypothesis 3, data for performance on the Columbia Mental Maturity and the Baltimore Verbal Maturity Scale would be collected on the middle class nursery school samples. Data on Early Admissions Project subjects would be available from initial screening procedures.

4. Fall 1964 Pilot test 30 children now in kindergarten who were

in the original experimental group and 30 more who were in the original control group to determine appropriateness of present test materials and procedures and preliminary comparisons for Hypothesis 2. In order to minimize possible learning from previous experience with the Figure Ground Test, the children should come from the two centers not previously involved in this study.

b. Formal Research Phase

1. June and July 1964 Test all children being screened for admission into the second year of the Early Admissions Project. Reflection and analysis measures are to be obtained on the 300-360 children that make up next year's control and experimental populations.
2. Fall 1964 Collect data on 100 middle class four-year-olds entering nursery school for the first time. (Data include: Columbia Mental Maturity, Baltimore Verbal Maturity Scale, Design Recognition Test, and Figure Ground Test.)
3. Fall 1965 Administer both tests to all experimental and control children who are then beginning kindergarten. Also pilot test original group in first grade.
4. Spring 1966 Obtain kindergarten teacher ratings of all experimental and control children from second group. Correlate these ratings with reflection and analysis scores.
5. Fall 1966 Administer reading readiness tests and appropriate forms of reflection and analysis tests. Correlate results.

6. Spring 1968 Administer standardized reading and arithmetic achievement tests and correlate with earlier and later reflection and analysis tests.

In all of the above administrations, the first group to go through the screening and admission procedures for the Early Admissions Project will be considered the pilot group for all tests and the second group, the major test sample for the study.

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CHAPTER IX

A FORWARD LOOK - 1964-1965

During the 1964-1965 school year, four centers will be in operation. They will be located in the following schools:

No. 19 - Lexington Terrace Elementary School
No. 66 - Mount Royal Elementary School
No. 159 - Cherry Hill Elementary School
No. 240 - Graceland Park-O'Donnell Heights Elementary School

Pupil Selection

During the period from January 1963 through September 1963, 453 children were screened for eligibility for the Early Admissions Project. As information from the Pupil Personal History Inventory has been summarized in order to identify the children from multiple-problem families, a pattern seems to be emerging. Whenever two criteria—limited family income and limited educational background of parents—are identified, a multitude of other problems are usually inherent in the family situation. When those same two criteria are not identified, no other problems or less than three are usually defined.

Limited educational background of parents and limited family income are significant factors in the life of a family. Certainly they suggest meager surroundings, material impoverishment and little hope for affecting a remedy for the situation. A family enmeshed in the syndrome of poverty has few possessions and lives a subsistence existence, wondering often if the necessities of life will be available tomorrow or next week.

Serious as material impoverishment may be, poverty coupled with low educational level seems to produce significant differences in perceiving and thinking which can create problems for children when they attempt to deal with learning tasks in the school environment. These differences seem to be:

1. Concern for the immediate. A "here and now" philosophy of life seems to prevail, probably arising from an existence at a subsistence level with major problems related to caring for basic needs such as food, clothing, and shelter. This is reflected in acts such as

> buying one egg at a time rather than a dozen. A typical reaction to questioning of this procedure might be, "Well, one egg only costs eight cents. A dozen costs sixty-five cents. I'll have eight cents a day, but if I spend sixty-five cents, I may need it more tomorrow for something else." Meager resources are wasted because of inability to understand quantitative relationships or to plan ahead.
>
> having a party for friends when a basket of food is delivered at Christmas time. Reasoning here would probably be expressed as, "We don't get a lot of good things to eat like this. It's wrong to be selfish. It's better to share our good luck. Besides, this stuff would just spoil anyway if we kept it too long." Food that might have lasted a family for several weeks disappears in one day because of the manner in which the situation is interpreted.
>
> failing to see the importance of teaching a child his address. When the teacher approached a mother to seek her assistance in helping a child remember his home address, the mother responded, "Why should I go to all that trouble? If I learn him, we'll move, he won't live there no more, and he'll be all mixed up." When asked if she planned to move in the near future, the mother replied, "No, I'm not gonna move. But, you don't never know."

The philosophy of immediacy—the need to live one day at a time—is evident not only in the approach to interpreting situations and solving problems, but also frequently in speech patterns. Much that is expressed is stated in the present tense, even when action that has occurred in the past is being described.

2. Concern for the concrete. Things that can be touched, seen, tasted and smelled and situations that can be experienced now hold interest and evoke response. Little or no interest is evidenced in what might happen in the future or what is true about some one or something that does not exist in fact for the listener. Parent meetings, in order to be attended and hold the attention of participants must be

related to concerns the parents have expressed and must be "concrete" in nature—demonstrations or work sessions involving objects, observations of children at work or use of visual aids.

3. Lack of differentiation in the environment. Meagerness of environment and preoccupation with abstaining basic needs, probably does not invite one to differentiate the environment to any great extent. However, frequently the environment is so undiscriminated that

> young children do not know their own names. They have heard themselves called "little boy," "little girl," "boy," "girl," or have learned to respond to some other term. Sometimes looks and gestures convey messages and the child is called nothing at all.
>
> young children have never seen their images in a mirror and are unaware of the physical characteristics which account for their individuality.
>
> objects considered to be common (chair, dog, table) cannot be named by young children. If a mother wishes a child to put his shoes under a chair, she might say, "Put those things under there." Gestures help the child follow directions and no object has been given its proper name in the process.
>
> inaccurate naming often occurs as expressions intelligible only to the immediate neighborhood population are attached to objects.

The characteristics described above have been observed in the children of the Early Admissions Project and in their families. For these children and their brothers and sisters, the environment creates impediments to learning as it

1. limits the number of "things" and experiences that are available to supply the raw materials of knowledge
2. fails to differentiate objects, people, places, animals, space, and time (Inaccurate concepts and extremely limited vocabularies make it difficult for children to understand what is heard, to relate ideas and words to the correct points of reference in the environment, and to express ideas and feelings comfortably and clearly.)

3. fails to instill understanding of and appreciation for vicarious experiences as a way to extend knowledge and enjoyment (Little or no emphasis is placed upon activities such as reading or visiting museums.)
4. fails to give guidance in long-range planning, making judgments or solving problems (The future, even next week, is an intangible—something with which one does not attempt to deal. This viewpoint is, of course, related to level of aspiration, for that which cannot be conceived cannot be aspired.)

It will be necessary then to continue to evaluate identification techniques in order to isolate those which seem to be most significant.

Volunteer Participation

During 1964-1965, parents from the community will begin to serve as volunteers in some project centers. Volunteers will continue to be recruited from the Baltimore Council of Parent Cooperative, Baltimore Section of the National Council of Jewish Women, and the Young Women's Christian Association. Most of the volunteers will be experienced personnel.

Project Staff

Emphasis during the 1964-1965 school year will be on inservice development of staff members. Opportunities will be provided for staff members to

1. Visit other centers. Intervisitation can facilitate cooperative planning, stimulate exchange of ideas and develop sensitivity to problems which need mutual consideration.
2. Confer in order to identify goals, discuss teaching methods and procedures and evaluate instructional materials.
3. Consider together the findings of other groups working toward the same goals as those of the Early Admissions Project.

4. Continue to participate in project-related activities with school and community personnel.
5. Confer in order to plan for the special needs of children and to evaluate the program.
6. Confer with teachers of kindergarten and grade one in order to provide for meaningful interrelations in curricula and to promote better articulation as children progress from one level to another.
7. Continue to explore the effects upon the children of a wide variety of learning experiences.

Instructional Program

One of the major concerns of the Early School Admissions Project is the identification of learning experiences needed to overcome environmental limitations of children from depressed areas. Much exploration and experimentation in this area is necessary before any sound conclusions can be drawn. Listed below are a number of questions which bear directly upon curriculum development:

1. What standards of attainment should be achieved by children with limited backgrounds?
2. Can all the forces and influences which affect the school curricula be identified and their impacts assessed?
3. Effective curricula for children from depressed areas must still operate within time limits. Is it possible to develop effective curricula for children with limited backgrounds with a reasonable expenditure of time and money?
4. Negative attitudes of parents and other community adults adversely affect pupil inschool learning. Is it possible to develop school curricula which neutralize negative parental attitudes concerning the value of education?
5. In curriculum development for children with limited backgrounds, what are the roles of the teacher, the psychologist in learning and concept development, the subject specialist, and the sociologist?

During 1964-1965 staff members will continue to seek ways to assess the experiential backgrounds of children, explore ways to identify strengths and needs of children, and strive to determine the kinds of learning experiences which can best fulfill indicated needs. Detailed descriptions of learning situations will continue to be amassed. These descriptions will include the goal served, the skill to be developed, the teaching procedure followed, and the instructional materials used. In order to evaluate each learning situation properly, information will be secured from lesson plans, tape recordings of actual lessons, anecdotal records, teacher-made tests, pupil check lists, and samples of children's work.

Parent Involvement

It is hoped that during 1964-1965 possibilities for home visitation can be expanded, for it seems that the most productive method of working with parents is that which enables teachers to establish one-to-one relationships with parents, where immediate concerns can be discussed.

Parents will be encouraged to become active participants in project activities, for through real involvement parents have better opportunities to learn about the characteristics of children, to gain in understanding appropriate reactions to the needs and interests of young children, and to become more knowledgeable and responsible parents.

Project personnel need to continue to seek ways to coordinate more fully their efforts and those of community resources which can assist parents with their needs and their problems.

All of the experiences provided in the instructional program make it possible for children in the Early Admissions Project to acquire ideas, language skills, and the ability to organize better and to deal with their environments. Will it make them better school achievers than their counterparts in the control group? This remains to be seen as they are followed with longitudinal studies. It is known that

1. They enter kindergarten. Every child who entered the project in

February, 1963, and who remained in Baltimore City entered kindergarten in September, 1963. This was not true of older siblings. All of these children will enter first grade in September, 1964. Teacher estimates of achievement identify two-thirds of the group as achieving within the top 50% of their classes. Ten children were estimated to be in the top quartile.

2. Kindergarten teachers reported

   no problems of adjustment to kindergarten

   marked achievement in language development and usage on the part of project children when compared to counterparts who had not had project experience

   project children compared most favorably with middle class children, some with nursery school experience

   the performance of project children evidenced marked superiority in ideas, ability to solve problems, and to do divergent thinking when compared to children from similar backgrounds with no project experience

Kindergarten and first-grade programs are being modified to assure better continuity in and less duplication of experiences.

There was no control group identified for the pilot study group. However, there were children who participated in the screening who might serve as a comparative group.

The 1963-1964 project children will enter kindergarten in September, 1964. Subjective evaluation indicates they have learned much. In September, when some of the control group enter school for the first time, tests will be administered to compare growth. A supplement to this report will be prepared after the tests have been evaluated so that further evidence may be considered. Time and objective measures will enable the Baltimore City Public Schools to assess more adequately the full value of the Early School Admissions Project.